DOCUMENT RESUME

ED 440 671 JC 000 258

AUTHOR Phillippe, Kent A., Ed.; Patton, Madeline
TITLE National Profile of Community Colleges: Trends & Statistics. 3D Edition.
INSTITUTION American Association of Community Colleges, Washington, DC.
ISBN ISBN-0-87117-327-1
PUB DATE 2000-00-00
NOTE 175p.
PUB TYPE Numerical/Quantitative Data (110) -- Reports - Descriptive (141)
EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *Community Colleges; Curriculum; Degrees (Academic); *Educational Change; *Educational Finance; *Educational History; Educational Technology; Enrollment Trends; *Institutional Characteristics; *Outcomes of Education; Tables (Data); Two Year College Students; Two Year Colleges

ABSTRACT

The National Profile of Community Colleges comprises text and charts that provide an overview of American community colleges. The report highlights major issues concerning community colleges and provides detailed representation of trends in enrollment, funding, and other areas. Chapter 1 recounts the history of community colleges and summarizes important current issues. Chapter 2 discusses student characteristics. Chapter 3 describes student and community outcomes as measured by indicators such as degrees and certificates awarded, employment data, and cost-benefit analysis. Chapter 4 describes community college staffing and discusses changes due to large numbers of staff retirements and increases in adjunct faculty. Chapter 5 discusses finances, expenditures, and revenues. Chapter 6 discusses the future implications of technology for community colleges. The statistics presented in this report are drawn from a variety of sources, including AACC surveys, scholars, and the U.S. Department of Education. (Contains 63 tables, 38 figures, and 45 references.) (AUTH/RDG)

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NATIONAL PROFILE OF COMMUNITY COLLEGES: TRENDS & STATISTICS

3D EDITION

JC000258

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NATIONAL PROFILE OF COMMUNITY COLLEGES

TRENDS & STATISTICS 3D EDITION

EDITED BY
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TEXT BY
MADELINE PATTON

COMMUNITY COLLEGE PRESS®
a division of the American Association of
Community Colleges
Washington, D.C.

The American Association of Community Colleges (AACC) is the primary advocacy organization for the nation's community colleges. The association represents 1,100 two-year, associate degree-granting institutions and some 10 million students. AACC provides leadership and service in five key areas: policy initiatives, advocacy, research, education services, and coordination/networking.

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Community College Press
American Association of Community Colleges
One Dupont Circle, NW
Suite 410
Washington, DC 20036
Fax: (202) 223-9390

Printed in the United States of America.

ISBN 0-87117-327-1

Suggested citation: Phillippe, Kent A., and Madeline Patton. 1999. *National Profile of Community Colleges: Trends & Statistics.* 3d edition. Washington, D.C.: Community College Press, American Association of Community Colleges.

CONTENTS

List of Tables v

List of Figures viii

Preface x

Acknowledgments 1

1 ■ COMMUNITY COLLEGES PAST TO PRESENT 2

2 ■ STUDENT ENROLLMENT AND CHARACTERISTICS 20

3 ■ THE COMMUNITY COLLEGE IMPACT 50

4 ■ COMMUNITY COLLEGE STAFF AND SERVICES 74

5 ■ STUDENT COSTS AND COLLEGE FINANCE 102

6 ■ A LOOK AT THE FUTURE 138

Glossary 152

Bibliography 156

Index 159

TABLES

CHAPTER 1

Table 1.1 Number of Community Colleges by Control of Institution Including Branch Campuses: 1900 to 1998 11
Table 1.2 Number of Community Colleges: 1998 12
Table 1.3 Fall and Full-Year Unduplicated Headcount Enrollment by Type of Institution: 1991–92 to 1996–97 14
Table 1.4 Population Aged 18 or Older Served by a Community College by State: 1996–97 18

CHAPTER 2

Table 2.1 Total Higher Education Enrollment by Type of Institution: 1965 to 1996 25
Table 2.2 Undergraduate Headcount Enrollment by Type of Institution: 1991 to 1997 27
Table 2.3 Undergraduate Fall Headcount Enrollment by Type of Institution, Enrollment Status, and Gender: 1991 to 1997 28
Table 2.4 Distribution of Community College Enrollment by Age of Student, Attendance Status, and Type of Institution: 1993, 1995, 1997 32
Table 2.5 Community College Fall Headcount Enrollment by Age, Gender, and Enrollment Status: 1997 34
Table 2.6 Community College Fall Headcount Enrollment by Age and Gender: 1997 35
Table 2.7 Undergraduate Fall Headcount Enrollment by Racial/Ethnic Background and Type of Institution: 1992 to 1997 36
Table 2.8 Hispanic Origin of College Students by Type of Institution: 1995–96 39
Table 2.9 Asian/Pacific Islander Origin of College Students by Type of Institution: 1995–96 40
Table 2.10 Primary Language Spoken in the Home of Higher Education Students by Type of Institution: 1995–96 41
Table 2.11 First-Time Freshmen Fall Headcount Enrollment by Type of Institution: 1980 to 1997 42
Table 2.12 Enrollment of First-Time Freshmen by Residence of Student and Type of Institution: 1996 43
Table 2.13 Highest Level of Parental Education for Postsecondary Students by Type of Institution: 1995–96 44
Table 2.14 Highest Level of Education Planned by Undergraduate Students by Type of Institution: 1995–96 46
Table 2.15 Employment Status of Community College Students by Enrollment Status and Age: 1995–96 48

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TABLES

CHAPTER 3

Table 3.1 Highest Level of Educational Attainment of U.S. Population Aged 24 or Older by Race/Ethnicity and Gender: 1990 56
Table 3.2 Highest Educational Attainment of Persons Aged 25 or Older: 1992 to 1998 58
Table 3.3 Mean Earnings by Educational Attainment and Selected Individual Characteristics: 1997 59
Table 3.4 Mean Earnings by Educational Attainment in Current and Constant Dollars: 1975 to 1997 60
Table 3.5 Higher Education Certificates and Degrees Conferred by State and Type of Degree: 1996–97 62
Table 3.6 Community College Certificates and Degrees Conferred by Major Field of Study: 1996–97 64
Table 3.7 Community College Degrees and Certificates Conferred by Race/Ethnicity and Gender: 1996–97 67
Table 3.8 Percentage of 1989–90 Beginning Postsecondary Students Who Transferred or Attended More than One Institution as of Spring 1994 by Type of Institution First Attended 68
Table 3.9 Community College Transfer Rate—Transfer Assembly Results: 1984 to 1990 68
Table 3.10 Attainment, Persistence, and Enrollment Status of First-Time 1989–90 Community College Students in 1994 69
Table 3.11 AACC Hot Programs Survey—Programs with Excellent Job Prospects: 1994 and 1997 70
Table 3.12 Percentage of Recent Baccalaureate Recipients with Various Teaching Intentions by Type of Postsecondary Institution First Attended: 1994 72

CHAPTER 4

Table 4.1 Employees at Postsecondary Institutions by Occupational Activity, Employment Status, and Type of Institution: 1997–98 80
Table 4.2 Full-Time and Part-Time Professional Staff and Student-to-Staff Ratio by Type of Community College: 1997 82
Table 4.3 Median Salaries for Top Administrative Officials at Community Colleges: 1993–94 to 1995–96 83
Table 4.4 Median Salaries for Top Administrative Officials at Community Colleges by Gender and Minority Status: 1995–96 84
Table 4.5 Characteristics of Community College Presidents: 1991 and 1996 84
Table 4.6 Contracts for Community College Presidents: 1995 85
Table 4.7 Characteristics of Faculty at Community Colleges: 1993 88
Table 4.8 Percentage of Community Colleges Offering Welfare-to-Work Programs by Selected Institutional Characteristics: 1998 90
Table 4.9 Distribution of Community College Welfare-to-Work Students Entering the Workforce (1998) and All U.S. Workforce (1996) by Type of Occupation 92
Table 4.10 Percentage of Community College Survey Respondents Involved in International Education Programs: 1996 93

Table 4.11 Countries Community Colleges Report Working With: 1996 94
Table 4.12 Community Colleges with the Largest International Student and Immigrant Enrollment: 1996 95
Table 4.13 Service Learning at Community Colleges: 1995 96
Table 4.14 Community College Use of Videoconferencing Technologies: 1996 98
Table 4.15 Ratio of Students, Faculty, and Administrative Staff to Computers by Institutional Characteristics: 1996 99

CHAPTER 5

Table 5.1 Total and Distribution of Revenue by Source of Revenue and Type of Institution: 1996–97 106
Table 5.2 Distribution of Revenue by Type of Institution: 1991–92 to 1996–97 108
Table 5.3 Total and Per Capita State and Local Appropriation Revenue for Community Colleges by State: 1996–97 112
Table 5.4 Public Community College Expenditures by Type of Expenditure in Current and Constant 1996–97 Dollars: 1991–92 to 1996–97 116
Table 5.5a Total, Average, and Median Endowment Value and Endowment Yield for Public Colleges in Current Dollars: 1991–92 to 1996–97 120
Table 5.5b Total, Average, and Median Endowment Value and Endowment Yield for Public Colleges in Constant 1996–97 Dollars: 1991–92 to 1996–97 . . 121
Table 5.6a Value of Physical Assets of Public Colleges by Type of College in Current Dollars: 1991–92 to 1996–97 122
Table 5.6b Value of Physical Assets of Public Colleges by Type of College in Constant 1996–97 Dollars: 1991–92 to 1996–97 123
Table 5.7a Average Tuition and Fees by Type of Institution in Current Dollars: 1976–77 to 1997–98 124
Table 5.7b Average Tuition and Fees by Type of Institution in Constant 1997–98 Dollars: 1976–77 to 1997–98 125
Table 5.8a Average In-State Tuition for Public Community Colleges in Current Dollars: 1993–94 to 1997–98 126
Table 5.8b Average In-State Tuition for Public Community Colleges in Constant 1997–98 Dollars: 1993–94 to 1997–98 128
Table 5.9 Public Community College Share of Federal Student Financial Aid: 1985–86 to 1996–97 130
Table 5.10 Authorized and Actual Pell Grant Maximum Award in Current and Constant 1997–98 Dollars: 1973–74 to 1997–98 132
Table 5.11a Average Amount of Financial Aid Students Receive by Type of Aid, Dependency Status, and Enrollment Intensity First Term: 1995–96 134
Table 5.11b Percentage of Students Receiving Financial Aid by Type of Aid, Dependency Status, Enrollment Intensity First Term: 1995–96 136

CHAPTER 6

Table 6.1 Employment and Total Job Openings 1996 to 2006, and 1996 Median Weekly Earnings by Education and Training Category 150

FIGURES

CHAPTER 1

Figure 1.1 Number of Community Colleges Including Branch Campuses: 1905–1998 10
Figure 1.2 Undergraduate Enrollment by Type of Institution: 1996–97 15
Figure 1.3 Percentage of Population Aged 18 or Older Served by a Community College: 1996–97 16

CHAPTER 2

Figure 2.1 Total Higher Education Enrollment by Type of Institution: 1965 to 1996 26
Figure 2.2 Community College Enrollment by Age: 1997 30
Figure 2.3 Percentage of Community College Enrollment Aged 40 or Older by Enrollment Status and Type of Institution: 1993, 1995, 1997 31
Figure 2.4 Minority Enrollment in Community Colleges: Fall 1992 and Fall 1997 38
Figure 2.5 Distribution of Reported Disabilities at Community Colleges: 1992 and 1995 47
Figure 2.6 Employment Status of Community College Students by Enrollment Status: 1995–96 49

CHAPTER 3

Figure 3.1 Associate Degrees Conferred by Higher Education Institutions: 1981–1997 61
Figure 3.2 Community College Associate Degrees Conferred by Race/Ethnicity: 1996–97 66
Figure 3.3 Reasons Employers Choose Community Colleges for Workforce Education Training 72
Figure 3.4 Employers Who Would Recommend Community Colleges for Workforce Training 73
Figure 3.5 Workforce Training Goals Identified by Employers 73

CHAPTER 4

Figure 4.1 Employment Status of Faculty at Public Community Colleges: 1997 86
Figure 4.2 Employment Status of Faculty at Independent Community Colleges: 1997 86
Figure 4.3 Age Distribution of Part-Time and Full-Time Faculty at Community Colleges: 1993 87
Figure 4.4 Percentage of Community Colleges Offering Selected Welfare-to-Work Education Programs: 1998 91
Figure 4.5 Age of Community College International Programs: 1996 94
Figure 4.6 Age of Service Learning Programs: 1995 97

Figure 4.7 Disability Support Services/Accommodations Most Frequently Provided by Community Colleges: 1992 and 1995 . . . 100
Figure 4.8 Disability Support Services/Accommodations Least Frequently Provided by Community Colleges: 1992 and 1995 . . . 101

CHAPTER 5

Figure 5.1 Percentage of Total Public Community College Revenue from Federal Sources and Tuition and Fees: 1991–92 to 1996–97 . . . 107
Figure 5.2 Percentage of Total Community College Revenue from State and Local Sources: 1991–92 to 1996–97 . . . 110
Figure 5.3 Percentage of Total Community College Revenue from Private Contributions and Miscellaneous Revenue: 1991–92 to 1996–97 . . . 111
Figure 5.4 State and Local Appropriations for Public Community Colleges Per Capita: 1996–97 . . . 114
Figure 5.5 Public Community College Expenditures per FTE Student for Instruction and Scholarships in Constant 1996–97 Dollars: 1991–92 to 1996–97 . . . 119
Figure 5.6 Federal Pell Grant Funds by Type of Institution: 1996–97 . . . 130
Figure 5.7 Public Community College Share of Pell Grant Dollars: 1985–86 to 1996–97 . . . 131
Figure 5.8 Actual and Authorized Pell Grants in Current and Constant 1997–98 Dollars: 1973–74 to 1997–98 . . . 133

CHAPTER 6

Figure 6.1 U.S. Population Aged 18 to 24, with Alternative Projections: 1990 to 2050 . . . 143
Figure 6.2 Number of High School Graduates, Actual and Projected: 1983 to 2008 . . 144
Figure 6.3 Number of Associate Degrees Conferred, Actual and Projected: 1982–83 to 2007–08 . . . 145
Figure 6.4 Educational and General Expenditures per FTE Public Two-Year College Student, with Alternative Projections: 1982–83 to 2007–08 . . . 146
Figure 6.5 Fall Headcount Enrollment at Public Two-Year Colleges, with Alternative Projections: 1983 to 2008 . . . 147
Figure 6.6 Fall Headcount Enrollment at Independent Two-Year Colleges, with Alternative Projections: 1983 to 2008 . . . 148
Figure 6.7 Fall Undergraduate Headcount Enrollment, with Projections, by Type of Institution: 1983 to 2008 . . . 149
Figure 6.8 Increase in Job Openings by Education and Training Required: 1996 to 2006 . . . 151

PREFACE

The *National Profile of Community Colleges* comprises text and charts that together provide an overview of America's community colleges. The text highlights major issues concerning community colleges, while the figures and tables provide a detailed representation of trends in enrollment, funding, and other areas.

Chapter 1 recounts the history of community colleges and summarizes some of the most pressing issues confronting them now. Chapter 2 discusses the number and diversity of community college students. Chapter 3 describes the effects community colleges have on their students and communities as measured by such indicators as degrees and certificates granted, employment data, and cost-benefit analyses. Chapter 4 touches on community college staffing and changes taking place due to the large number of staff retirements and the increases in adjunct faculty. Chapter 5 focuses on the financial health of community colleges by listing and analyzing their expenses and their revenue sources. Chapter 6 looks to the future by considering the ways technology fuels competition and influences demographic, economic, and academic concerns.

Serving millions of constituents whose needs are varied and complex, community colleges will face enormous challenges in the 21st century. To continue to thrive, they will need the vision that their creators exhibited a century ago as well as the missionary zeal of those who opened hundreds of community colleges in the 1960s. Community college educators must continue to operate at the cutting edge of higher education, where problems are embraced as opportunities. The *National Profile* helps document this ongoing process.

The *National Profile's* statistics come from several sources, including AACC surveys, scholars from the community college field, and the U.S. Department of Education. Consequently, numbers may vary across the many tables and figures despite efforts to report statistics consistently. Overall enrollment is reported using full-year, unduplicated headcounts. This method counts each student once for the academic year regardless of how many terms he or she attended classes. Breakdowns within student enrollments are not available for full-year, unduplicated headcounts, however. Race, sex, age, and other demographic information are reported based on fall semester attendance, which accounts for just 60 percent of he full-year enrollment. In some cases, statistics may not add up to 100 percent because of rounding.

REPORTING OF NONCREDIT ENROLLMENT

The *National Profile* focuses on credit enrollment at community colleges not because credit courses are more important than noncredit activity but because no accurate national data exist about noncredit activity at community colleges. The U.S. Department of Education provides definitions and a collection mechanism for credit enrollment through the Integrated Postsecondary Education Data System (IPEDS), but noncredit enrollment has no equivalent.

On a state-by-state basis, some reliable noncredit data is available. For the purposes of this publication, the state numbers cannot be totaled to give accurate national figures, because definitions used to describe both credit and noncredit activities vary from state to state and caution must be used when interpreting

the reports. Interested readers may wish to obtain the information from state community college system offices, however. Following are examples of the type of data available:

- North Carolina reported about 70 percent of 1996–97 community college enrollment as noncredit (232,316 credit students and 563,109 noncredit students).
- Wisconsin's technical college system reported nearly 70 percent of their 1995–96 enrollment as noncredit (129,673 credit students and 266,998 noncredit students).
- California reported 14 percent of fall 1996 enrollment as noncredit (1,249,680 credit students and 199,868 noncredit students).
- Florida reported 11 percent of 1995–96 enrollment as noncredit (783,154 credit students and 95,870 noncredit students).

AACC estimates that more than 5 million students each year participate in some form of noncredit activity at a community college. Today's noncredit coursework includes more than personal interest classes. Career, technical, and vocational education make up an important and growing area of noncredit activity. Many colleges offer noncredit classes that lead to some form of vendor certification, and most colleges offer noncredit contracted training to local business and industry, government agencies, and other organizations. AACC hopes to see an increase in the reporting of noncredit enrollment and will continue to monitor the data as it becomes available.

ACKNOWLEDGMENTS

AACC appreciates the many people and institutions who helped provide information for the *National Profile*. This work is based on research gained through a variety of written and electronic sources, meetings, focus groups, and interviews. Special thanks to the following persons for their willingness to be interviewed:

Richard Alfred
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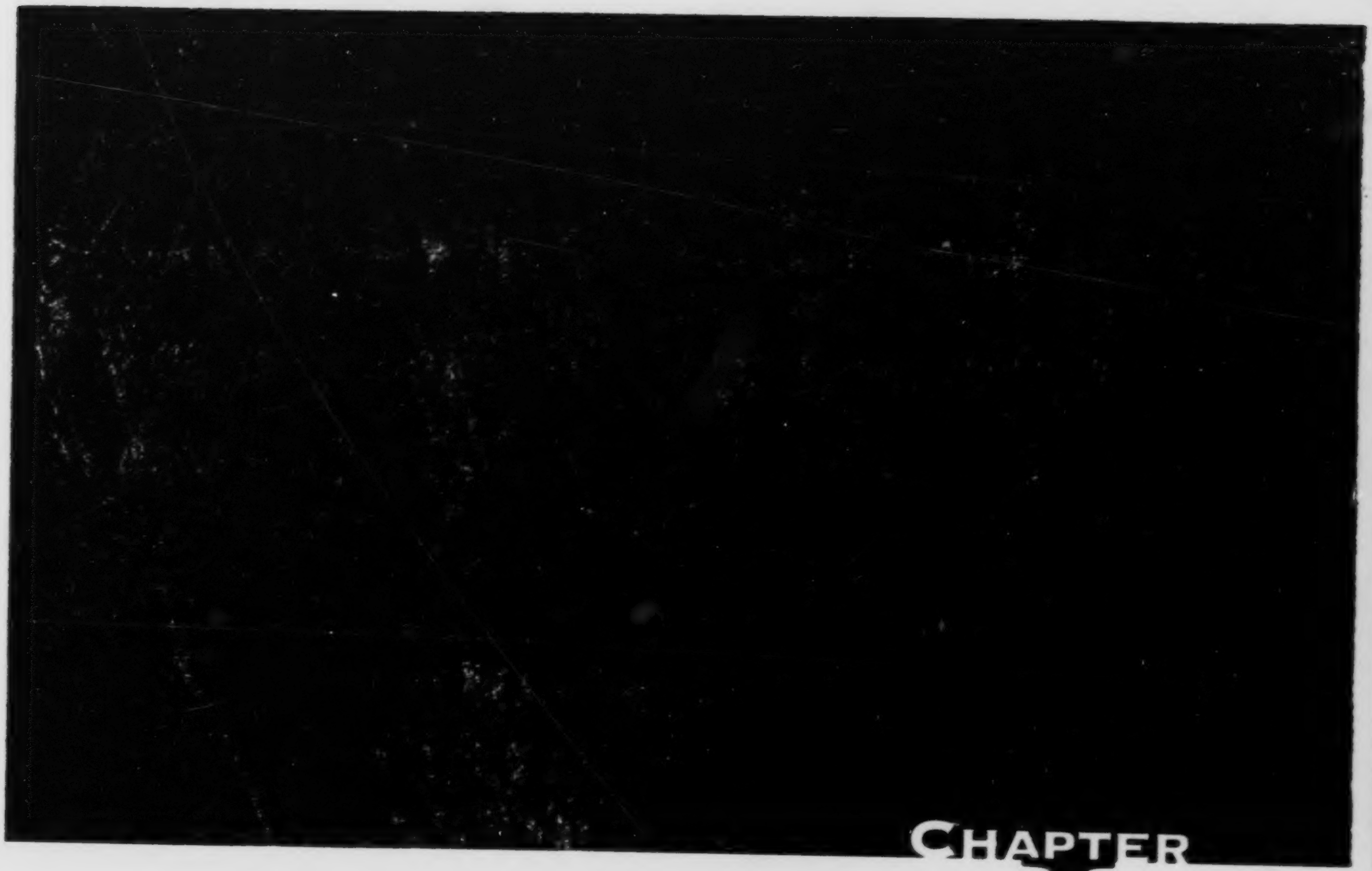

CHAPTER I

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COMMUNITY COLLEGES PAST TO PRESENT

COMMUNITY COLLEGES
PAST TO PRESENT

The community college emerged at the beginning of the 20th century during a period of experimentation in all sectors of American education, as the nation sought to bring greater structure and rationality to what had been an unarticulated and often conflicting array of institutions. In keeping with the spirit of the time, the community college—initially known as the junior college—assumed a pivotal role as a bridge between the country's rapidly growing, egalitarian high schools and tradition-bound senior colleges, professional schools, and universities.

Community colleges evolved from the ideas of several gifted educators, including William Rainey Harper and J. Stanley Brown. As president of the University of Chicago in the 1890s, Harper contended with overcrowded classes and often underprepared students, and he desired to concentrate the university's resources on the specialized studies of juniors and seniors. He believed the first two years of college could be provided by secondary schools. Brown, principal of the public high school in Joliet, Illinois, saw many students ready to continue their formal education hindered by the hierarchy of the era. Gaining a seat in a university was highly competitive, and although Brown believed many of his students could succeed academically, most lacked the money to continue their education.

Influenced by Harper's belief that freshman and sophomore college courses could be taught outside the university, and by his own experience of working to put himself through college, Brown created Joliet Junior College by adding a fifth and sixth year of courses to the high school curriculum, persuading university professors to grant credit to those who successfully completed the courses.

Joliet Junior College is the oldest continuously existing public two-year college, but there were other two-year college experiments started before 1901 that may be thought of as pioneers. Other leaders of the time, including Stanford University president David Starr Jordan and University of Missouri president William Ross, helped popularize the idea that high schools or small colleges could offer the first two years of college work. Also to be credited are the many civic leaders who persuaded local voters to approve the taxes needed to organize junior colleges, and the numerous benefactors who underwrote much of the construction and operating costs of private junior colleges that developed across the South, the Northeast, and parts of the Midwest.

Junior colleges provided a gateway to opportunity for many young people who otherwise would have been denied access to higher education. The more than 1,100 institutions now known as community colleges grew from these early beginnings. In whatever ways the earliest junior colleges—such as those at Joliet, Illinois; Fresno, California; Kansas City, Missouri; and Rochester, Minnesota—may differ from today's comprehensive community colleges, these institutions have been united across the century by their common mission of providing access to higher education.

Community colleges experienced an early growth spurt in California, when in 1909 the state legislature agreed to help fund high schools' efforts to offer the first two years of college coursework. By 1921, California had the largest system with 21 public junior colleges. In these early years, the colleges focused on general liberal arts studies. During the Depression of the 1930s, community colleges began offering job-training programs as a way of easing widespread unemployment. After World War II, the conversion of military industries to consumer goods created new, skilled jobs. This economic transformation along with the GI Bill created the drive for more higher education options. In 1948, the Truman Commission suggested the creation of a network of public, community-based colleges to serve local needs.

Community colleges became a national network in the 1960s with the opening of 457 public community colleges—more than the total in existence before that decade. Enrollments were fueled by baby boomers coming of age. Parents began to regard college as a necessity for their children, and with the generation's opposition to the Vietnam War and the draft deferment available to full-time students, participation rates soared. The construction involved in this gigantic growth of facilities was funded by a robust economy and supported by the social activism of the time.

As the public colleges grew, independent (private) colleges struggled to keep up in number and enrollment. With rising operating costs, independent colleges found it difficult to compete with the accessibility, convenience, and low cost of public community colleges. In their struggle to survive, some changed their missions and converted from two-year to four-year institutions. Virtually all of the independent colleges began to bolster their bottom lines through extensive fundraising efforts.

Now collegial partners with baccalaureate institutions and research universities, community colleges educate more than half the nation's undergraduates. In the 1996–97 academic year, 9.3 million people took credit courses at community colleges. Another 5 million took noncredit classes, the majority of which were workforce training courses. Since 1901, at least 100 million people have attended community colleges.

As significant as these statistics are, they provide just a glimpse of the impression community colleges have made and continue to make on the education landscape. Each community college is a distinct educational institution, loosely linked to other community colleges by the shared goals of access and service. Open admissions and the tradition of charging low tuition are among the practices they have in common. But each community college has its own mission. No two community colleges are exactly alike.

North Carolina's and Vermont's community college systems bring higher education to within a 30-minute commute of all their citizens, an access goal many states share, and they exemplify how different practices can accomplish the same end. North Carolina has a 58-campus system, which 800,000 people used in 1997–98. Seventy percent of those students took noncredit programs, mostly in workforce training. The Community College of Vermont (CCV), with much less support than North Carolina from its state legislature, owns no real estate and has no full-time faculty. CCV rents classroom space in 12 population centers throughout the rural state and is expanding its distance learning systems. About half of its 4,500 students take general liberal arts courses with the intent of transferring to baccalaureate degree programs. Variations like these do not arise from geography alone but reflect the differences in each area's population. Most mission statements and institutional goals are developed with local community college trustees, who are elected or appointed by elected officials.

Most of the 31 tribal colleges that exist today started in the late 1960s and early 1970s with the dual mission of perpetuating traditional Native American cultures and providing a general postsecondary education for reservation residents. Recruiting college-educated Native Americans to return to reservations to teach is an ongoing challenge for these colleges. The low and fluctuating amount of funding—primarily from the Bureau of Indian Affairs, tuition, and grants—also inhibits expansion of course offerings that might attract more students. Although some tribal colleges offer selected four-year degrees, primarily they offer the associate as their highest degree, so they are considered community colleges.

The idea of learning as a lifelong pursuit took hold as Americans became more educated. Conveniently located community colleges became the supplier of recreational as well as academic and vocational knowledge in the 1970s and 1980s. In 1988, with society becoming increasingly fragmented, the Commission on the Future of Community Colleges recommended that community colleges help build a sense of community by creating partnerships and making facilities available to civic groups.

Community colleges have distinguished themselves in their willingness to provide basic computation, composition, and reading classes to help students meet their ultimate goals. Although community college students historically have been admitted to the college without prequalifications, they must complete all prerequisites and requisites to earn a degree. Open admissions remains a tenet of community colleges, but decisions about remedial education threaten to erode these policies.

The practice of offering remedial education came into question anew in the 1990s as the number of students needing basic academic instruction grew and public funds became more limited. Because of the high number of remedial students and colleges' tight budgets, many community colleges are wrestling with several questions: How many times should a student be allowed to repeat a course? When space is limited, should preference be given to the student who needs just one remedial course or the one who needs several? Who should bear the costs of these developmental programs? How should other aspects of colleges' missions be maintained when their role as remediators is increasing? The exact number of remedial students is not available, but the extent of the problem is apparent given that Texas, alone, had 233,545 community college students in remedial classes in fall 1997.

Keeping student costs affordable also remains a challenge. "No new taxes" and downsizing government obligations have been prevailing themes in American politics since the late 1970s. Only as the economy improved in the late 1990s did community colleges and other public sectors begin to receive funds much in excess of inflationary increases. In such an economic climate, community colleges have struggled to maintain services and keep up with rapidly changing, expensive technology. Many colleges have had to increase tuition to fill the funding gap.

Budgetary pressures have been heightened by taxpayers' and legislators' desire for proof that public money is well spent. In many states, community colleges must meet performance standards in exchange for increased funding. But community colleges, which have more part-time students than full-time students, have long contended with funding formulas based on full-time-equivalent students. New pressure to disperse money based on easily quantifiable measures, such as graduation or certification within specific time frames, do not readily fit community college attendance patterns or students' academic goals.

Community college students are more likely than their counterparts at four-year institutions to balance work and family responsibilities. If a part-time student takes five years to attain an associate degree, does this indicate institutional or personal problems, or does it confirm the individual's determination? Trying to capture the progress of students who take just one or two work-related courses poses similar questions. Are these dissatis-

- **Between 1960 and 1970, the number of community colleges increased two and a half times, opening at a rate of nearly one per week.**
- **Community college enrollment between 1965 and 1975 increased almost three and a half times.**
- **Enrollment growth slowed between 1982 and 1992 to average about 2 percent a year and has been relatively stable since then.**
- **In 1998, there were 1,132 public and independent community colleges in the United States, with at least one in every state.**
- **Unlike public community colleges, many independent community colleges are affiliated with churches or cater to an all-male or all-female student body.**

fied dropouts? Or, did these students get what they were looking for to advance their careers or otherwise improve their lives, and move on to other pursuits?

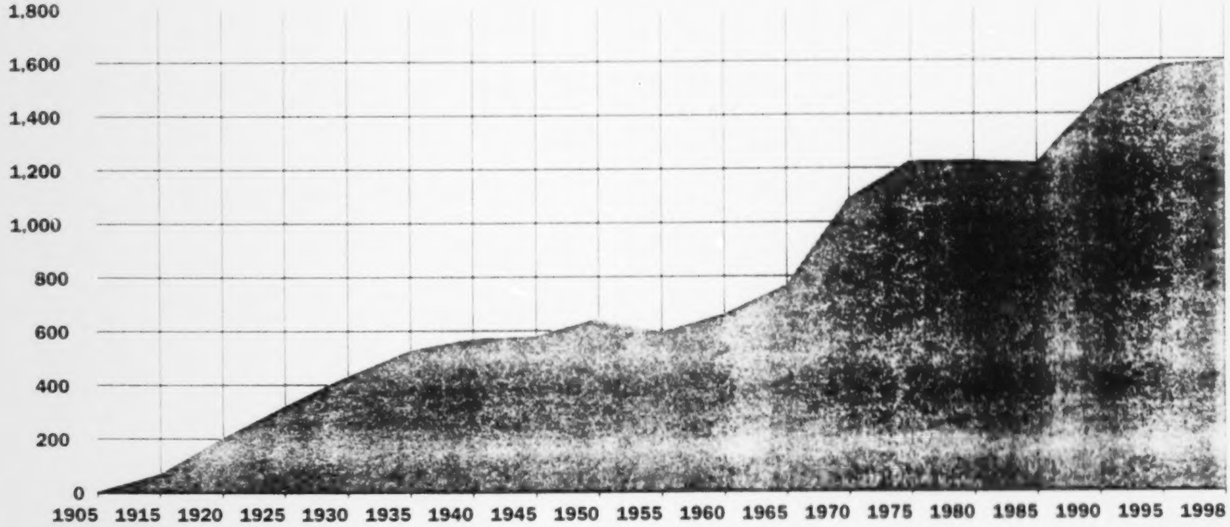
The hybrid of publicly funded college courses at close-to-home facilities welcomed into higher education those who in another time and place would have been considered not eligible. It is this inclusiveness—dependent on one's desire to learn rather than on wealth or heritage—that makes community colleges quintessentially democratic. While the diversity of community colleges' students and programs is a strength, it also provides a constant challenge. Setting educational priorities, meeting students' needs, and responding to community concerns is a complicated balancing act for administrators, trustees, faculty, and staff. Core community college principles like accessibility, affordability, and flexibility create stress the way freedoms guaranteed by the Bill of Rights simultaneously unite Americans and generate tensions among them.

Community colleges continuously gather and interpret data to report successes and failures, both for accountability reasons and to ensure their viability in fiscal terms. With increased competition from for-profit colleges and distance education providers, administrators who want their community colleges to be around for another century need to know what they are doing right and what they need to improve.

In the 20th century, community colleges have not only survived, they have thrived. Community colleges have demonstrated remarkable resiliency, becoming centers of educational opportunity open to all seekers. They pride themselves on providing educational marketplaces where student choices and community needs influence course offerings. The American Association of Community Colleges will recognize the 100th anniversary of community colleges in 2001, marking a century in which community colleges have helped millions of people learn and advance toward personal goals, while providing a forum to address challenges facing whole communities.

FIGURE 1.1 ■ NUMBER OF COMMUNITY COLLEGES INCLUDING BRANCH CAMPUSES: 1905–1998

■ Source: National Center for Education Statistics 1998b; AACC data files



23

- **The continued growth of community colleges in the 1990s may be attributed to several newly built institutions and to a change in the structure of several institutions. Some converted from technical institutes awarding postsecondary certificates or diplomas to regionally accredited colleges awarding degrees.**

Table 1.1 ■ Number of Community Colleges by Control of Institution Including Branch Campuses[1]: 1900–1998

■ Source: National Center for Education Statistics 1998b; AACC database

Year	Public Community Colleges	Independent Community Colleges	Tribal Colleges	Total Number of Community Colleges[1]	Total Including Branch Campuses
1900	0	8			8
1915	19	55			74
1920	70	137			207
1925	136	189			325
1930	178	258			436
1935	223	309			532
1940	258	317			575
1945	261	323			584
1950	337	311			648
1955	338	260			598
1960	390	273			663
1965	503	268			771
1970	847	244			1,091
1975	1,014	216			1,230
1980	1,049	182			1,231
1985	1,068	154			1,222
1990	1,282	183			1,465
1995[1]	948	147	21	1,112	1,580[2]
1996[1]	949	141	23	1,113	1,581[2]
1997[1]	956	143	24	1,123	1,591[2]
1998[1]	968	137	27	1,132	1,600[2]

1. Since 1995, AACC changed data collection procedures and does not include branch campuses when tabulating the total number of community colleges.
2. Estimated based on AACC records.

TABLE 1.2 ■ NUMBER OF COMMUNITY COLLEGES[1]: 1998

■ Source: AACC data files

State	Public	Independent	Tribal	Total
Alabama	30	4		34
Alaska	5			5
Arizona	19	1	1	21
Arkansas	22	1		23
California	106	11	1	118
Colorado	16	1		17
Connecticut	12	4		16
Delaware	1			1
Florida	28	4		32
Georgia	26	4		30
Hawaii	7	2		9
Idaho	5	1		6
Illinois	49	7		56
Indiana	2	2		4
Iowa	17	3		20
Kansas	20	4	1	25
Kentucky	15	1		16
Louisiana	7			7
Maine	9	1		10
Maryland	18	3		21
Massachusetts	17	11		28
Michigan	28	3	1	32
Minnesota	29	1	1	31
Mississippi	15	2		17
Missouri	13	5		18
Montana	8		7	15

State	Public	Independent	Tribal	Total
Nebraska	7		2	9
Nevada	4	1		5
New Hampshire	4	4		8
New Jersey	19	2		21
New Mexico	14		3	17
New York	47	14		61
North Carolina	58	2		60
North Dakota	4		5	9
Ohio	35	6		41
Oklahoma	17	1		18
Oregon	17			17
Pennsylvania	16	7		23
Rhode Island	1	1		2
South Carolina	17	1		18
South Dakota	4	1	3	8
Tennessee	14	5		19
Texas	68	7		75
Utah	5	1		6
Vermont	2	3		5
Virginia	23	3		26
Washington	33		1	34
West Virginia	11	1		12
Wisconsin	17	1	1	19
Wyoming	7			7
United States	968	137	27	1,132

1. Based on the AACC definition of community college (see glossary, page 152).

TABLE 1.3 ■ FALL AND FULL-YEAR UNDUPLICATED HEADCOUNT ENROLLMENT BY TYPE OF INSTITUTION: 1991–92 TO 1996–97

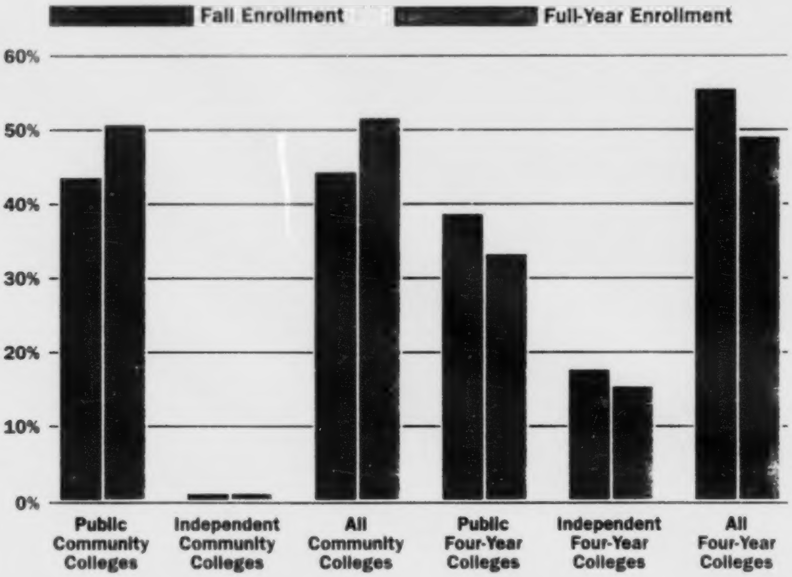
■ Source: National Center for Education Statistics 1999d and 1999g

	Community Colleges			Four-Year Colleges		
	Public	**Independent**	**Total**	**Public**	**Independent**	**Total**
1991–92						
Fall only	5,535,807	95,569	5,631,376	4,804,605	2,146,257	6,950,862
Full year	9,524,828	132,122	9,656,950	5,864,553	2,662,959	8,527,511
% in fall	58.1%	72.3%	58.3%	81.9%	80.6%	81.5%
1992–93						
Fall only	5,535,807	95,569	5,631,376	4,804,605	2,146,257	6,950,862
Full year	9,512,184	140,316	9,652,500	5,850,718	2,635,535	8,486,253
% in fall	58.2%	68.1%	58.3%	82.1%	81.4%	81.9%
1993–94						
Fall only	5,419,975	97,007	5,516,982	4,739,629	2,161,729	6,901,358
Full year	9,227,315	136,731	9,364,046	5,762,566	2,628,214	8,390,780
% in fall	58.7%	70.9%	58.9%	82.2%	82.3%	82.2%
1994–95						
Fall only	5,379,982	95,280	5,475,263	4,703,036	2,157,557	6,860,593
Full year	8,435,957	139,761	8,575,718	5,694,730	2,638,048	8,332,778
% in fall	63.8%	68.2%	63.8%	82.6%	81.8%	82.3%
1995–96						
Fall only	5,344,294	96,666	5,440,960	4,696,427	2,177,181	6,873,608
Full-year	9,075,343	132,725	9,208,068	5,648,113	2,653,196	8,301,309
% in fall	58.9%	72.8%	59.1%	83.2%	82.1%	82.8%
1996–97						
Fall only	5,378,007	96,435	5,474,441	4,696,131	2,163,995	6,860,126
Full-year	8,547,301	132,335	8,679,635	5,608,328	2,616,011	8,224,339
% in fall	59.3%	72.9%	58.9%	83.7%	82.7%	83.4%

- Noncredit enrollment is not shown among these tables and figures. State noncredit enrollment numbers cannot be totaled to give accurate national numbers, because definitions used to describe credit and noncredit activities vary from state to state (see also note on page xi).

FIGURE 1.2 ■ UNDERGRADUATE ENROLLMENT BY TYPE OF INSTITUTION: 1996–97

■ Source: National Center for Education Statistics 1999d and 1999g



- More than 40 percent of students at community colleges enroll for courses in terms other than the fall term. More than 80 percent of students at four-year institutions enroll during the fall term.

FIGURE 1.3 ■ PERCENTAGE OF POPULATION AGED 18 OR OLDER SERVED BY A COMMUNITY COLLEGE: 1996–97

■ Source: National Center for Education Statistics 1999d and 1999g, and U.S. Bureau of the Census 1998a

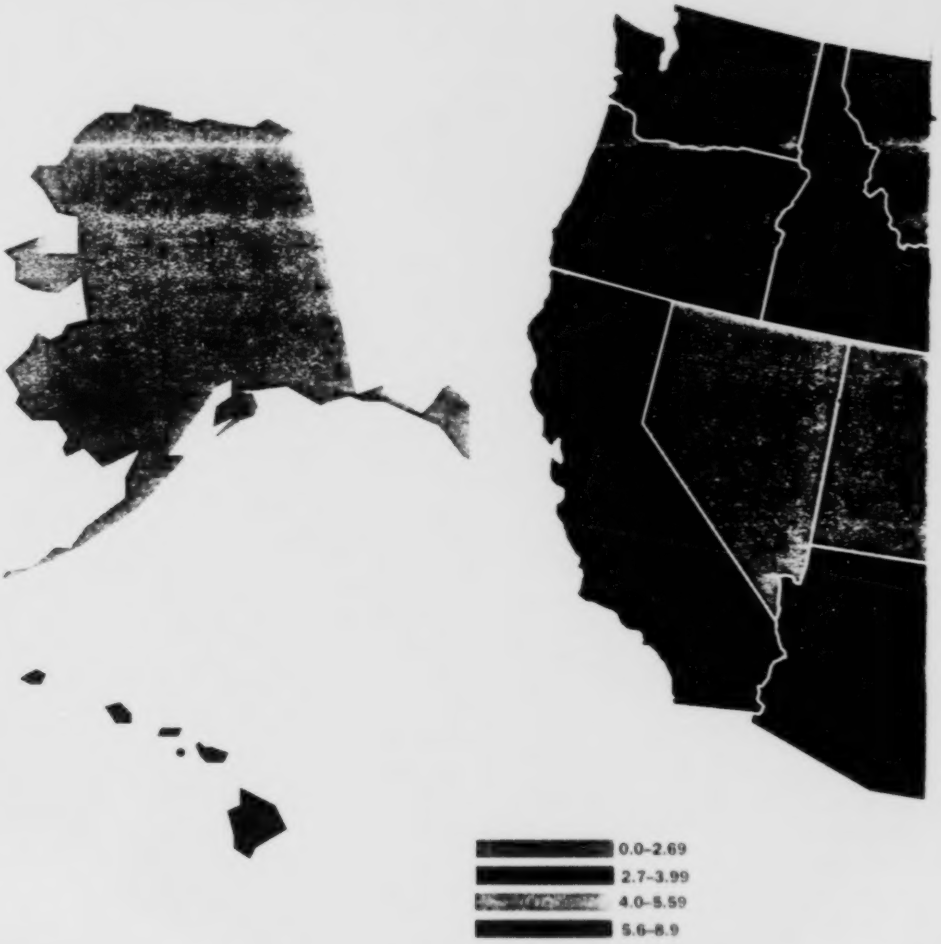


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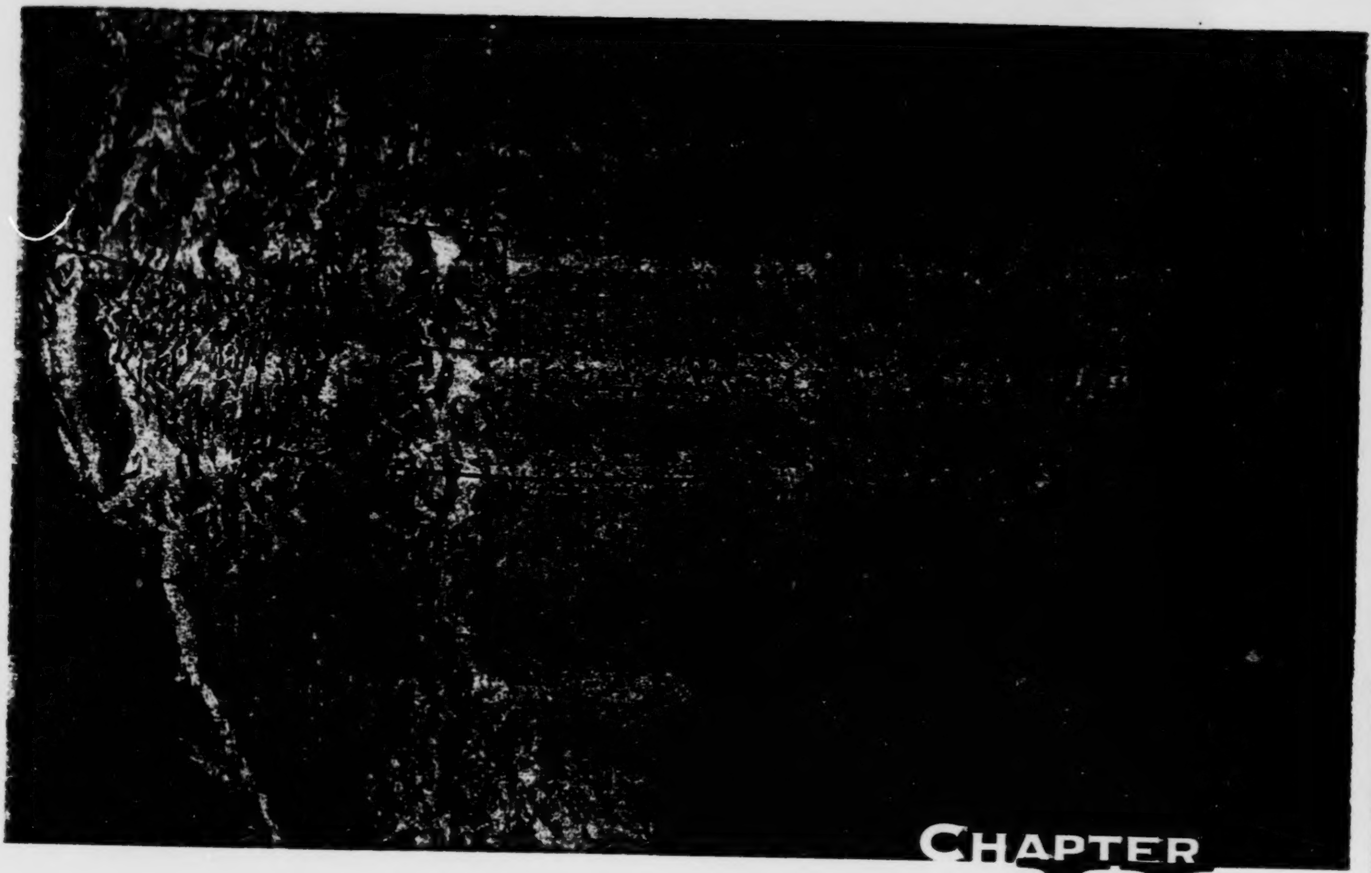
TABLE 1.4 ■ POPULATION AGED 18 OR OLDER SERVED BY A COMMUNITY COLLEGE BY STATE: 1996–97

■ Source: National Center for Education Statistics 1999d and 1999g, and U.S. Bureau of the Census 1998a

	Headcount Enrollment			Percentage of Population Served	
State	**Fall 1996**	**Full-Year 1996–97**	**Population Aged 18 or Older (1997)**	**Fall 1996**	**Full-Year 1996–97**
Alabama	130,832	253,830	3,247,446	4.0%	7.8%
Alaska	8,942	18,192	420,982	2.1%	4.3%
Arizona	156,872	283,154	3,276,903	4.8%	8.6%
Arkansas	34,106	53,701	1,860,127	1.8%	2.9%
California	1,131,429	1,964,909	23,316,648	4.9%	8.4%
Colorado	76,890	139,811	2,877,115	2.7%	4.9%
Connecticut	42,499	59,448	2,477,697	1.7%	2.4%
Delaware	11,871	17,365	554,170	2.1%	3.1%
District of Columbia	0	0	421,760	0.0%	0.0%
Florida	321,653	586,506	11,182,629	2.9%	5.2%
Georgia	68,875	113,467	5,498,431	1.3%	2.1%
Hawaii	25,679	33,413	884,010	2.9%	3.8%
Idaho	19,162	28,095	858,880	2.2%	3.3%
Illinois	344,275	687,335	8,721,626	3.9%	7.9%
Indiana	39,127	69,078	4,366,653	0.9%	1.6%
Iowa	61,324	84,196	2,127,098	2.9%	4.0%
Kansas	68,288	124,997	1,906,909	3.6%	6.6%
Kentucky	44,956	62,437	2,946,922	1.5%	2.1%
Louisiana	27,829	44,004	3,160,891	0.9%	1.4%
Maine	11,950	18,465	944,785	1.3%	2.0%
Maryland	104,677	152,932	3,825,737	2.7%	4.0%
Massachusetts	84,918	127,485	4,666,146	1.8%	2.7%
Michigan	200,161	330,983	7,269,135	2.8%	4.6%
Minnesota	93,037	174,655	3,434,864	2.7%	5.1%
Mississippi	55,060	81,097	1,977,503	2.8%	4.1%
Missouri	76,236	126,267	3,995,633	1.9%	3.2%

- **Nine percent of Wyoming's adult population took a credit course at a community college in the 1996–97 academic year, and Alabama, Arizona, California, and Illinois had rates of nearly 8 percent or higher.**

	Headcount Enrollment			Percentage of Population Served	
State	**Fall 1996**	**Full-Year 1996–97**	**Population Aged 18 or Older (1997)**	**Fall 1996**	**Full-Year 1996–97**
Montana	7,815	14,067	649,280	1.2%	2.2%
Nebraska	40,423	74,478	1,212,189	3.3%	6.1%
Nevada	40,937	65,778	1,233,953	3.3%	5.3%
New Hampshire	13,687	16,252	876,619	1.6%	1.9%
New Jersey	128,779	185,022	6,065,725	2.1%	3.1%
New Mexico	50,801	86,162	1,230,429	4.1%	7.0%
New York	281,701	390,934	13,577,195	2.1%	2.9%
North Carolina	147,143	235,379	5,551,780	2.7%	4.2%
North Dakota	8,988	12,529	475,675	1.9%	2.6%
Ohio	160,399	248,939	8,347,690	1.9%	3.0%
Oklahoma	61,589	96,399	2,438,786	2.5%	4.0%
Oregon	77,067	163,003	2,432,788	3.2%	6.7%
Pennsylvania	133,416	194,279	9,155,579	1.5%	2.1%
Rhode Island	17,478	26,087	753,775	2.3%	3.5%
South Carolina	60,445	97,652	2,804,540	2.2%	3.5%
South Dakota	5,669	8,368	540,635	1.0%	1.5%
Tennessee	79,788	126,330	4,043,409	2.0%	3.1%
Texas	427,335	767,091	13,862,202	3.1%	5.5%
Utah	46,455	69,908	1,371,071	3.4%	5.1%
Vermont	5,770	9,308	443,459	1.3%	2.1%
Virginia	126,041	210,106	5,089,610	2.5%	4.1%
Washington	180,324	316,053	4,155,708	4.3%	7.6%
West Virginia	17,491	22,817	1,404,041	1.2%	1.6%
Wisconsin	95,509	177,748	3,823,301	2.5%	4.6%
Wyoming	18,743	30,951	347,978	5.4%	8.9%
Total	5,474,441	9,281,463	198,108,117	2.8%	4.7%



CHAPTER II

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STUDENT ENROLLMENT AND CHARACTERISTICS

STUDENT ENROLLMENT AND CHARACTERISTICS

Community college students bring a mix of diverse characteristics to their campuses: youth and age, financial comfort and financial need, racial and ethnic variation. One characteristic they share is a desire to improve themselves. Reasons for choosing to attend a community college are as varied as the individuals. Low tuition, convenient locations, open admissions, and comprehensive course offerings—all attributes of community colleges' commitment to accessibility—are highly persuasive factors in students' personal calculations.

Low tuition tips the scale in favor of community college for many people when they are weighing higher education options. The low cost of community colleges relative to four-year or for-profit institutions has universal appeal but is especially important to people with low income.

Most public community colleges have transfer agreements with baccalaureate institutions by which the senior institutions accept community college credits toward four-year degree requirements. Many traditional college-aged students—those between 18 and 22 years—as well as nontraditional degree seekers opt to stay at home and complete their freshman and sophomore years of coursework at a community college. Doing so cuts the cost of a four-year degree significantly. Ambitious teenagers also use these transfer agreements to their advantage by taking advanced placement classes that are more challenging than courses offered by their high school and which count toward their college degrees.

The location of community colleges near residential areas—whether in cities, suburbs, or rural areas—is important to many people. Women with young children, for instance, put a premium on convenience because they frequently take classes around their own and their spouses' work schedules, and babysitters' availability. For women entering the workforce for the first time or reentering after a hiatus, community colleges' proximity eases their transition to work. It's no surprise, then, that community colleges are a popular choice with women, who make up 58 percent of all community college enrollees.

Minority students also favor community colleges. Black, Hispanic, and other minority students make up 30 percent of community college enrollments nationally. In urban areas, community college enrollments reflect the proportion of minorities in local populations. In some urban community colleges, more than 50 percent of the students belong to one or another minority group. At tribal colleges, founded to explore traditional tribal cultures as well as to address Western learning models, most of the students are Native American.

Community colleges' commitment to being actively involved in local communities also helps attract minority students. Collaborations with businesses and social service agencies extend community colleges' presence beyond their architecture. In this way they are familiar, more approachable institutions, especially for people whose families do not have experience with higher education. In family-centered cultures that like to keep teenagers and young adults close to home, community colleges provide the opportunity for people to advance their education at places they know firsthand while retaining their family ties.

Offering classes in English as a second language typifies community college academic activities that respond to community needs. Teaching English to immigrants helps them crack the written and spoken code in their new homeland. It also brings immigrants onto campuses, exposing them to other courses and students. This sends a powerful, positive message to immigrants: A college education in the United States is not a luxury reserved for someone else; it is a possibility for you and your children.

Meanwhile, open admission policies give adults who were less than studious in high school a second chance. These policies guarantee admittance to the college, though not to all the classes. Most community colleges test incoming students and require completion of prerequisites before students can take advanced classes. The goal is not to keep unqualified people out but to give them the tools in remedial classes that they need to succeed in their ultimate goals. Developmental education courses at community colleges keep open the possibility of degree programs and highly technical vocational training for those who need to improve reading, writing, and computation skills.

The multitude of community college courses and the various times they are offered—mornings, afternoons, evenings, and weekends—allow working people to fit higher education into their schedules. With the increasing use of the Internet and other distance education media, students have the power to decide when and how they will learn. These options appeal particularly to community college students, more than 80 percent of whom balance studies with full-time or part-time work. Many students also have family responsibilities.

Community colleges report a new enrollment phenomenon in the growing number of students with bachelor's and other degrees who choose to come back to community college. They attend for computer classes and other instruction in order to keep up with the technology that permeates work and leisure activities. Certification programs or workforce training classes continue to appeal to people who want to move up the ladder in their current job as well as to those who want to obtain different work that requires a particular skill.

At community colleges, people can continue to learn at any point in their lives. The fast pace of technological innovations and increasing frequency of job and career changes create the potential for people to return to community colleges again and again.

- Noncredit enrollment is not shown among these tables and figures. State noncredit enrollment numbers cannot be totaled to give accurate national numbers, because definitions used to describe credit and noncredit activities vary from state to state (see also note on page xi).

TABLE 2.1 ■ TOTAL HIGHER EDUCATION ENROLLMENT BY TYPE OF INSTITUTION: 1965 TO 1996

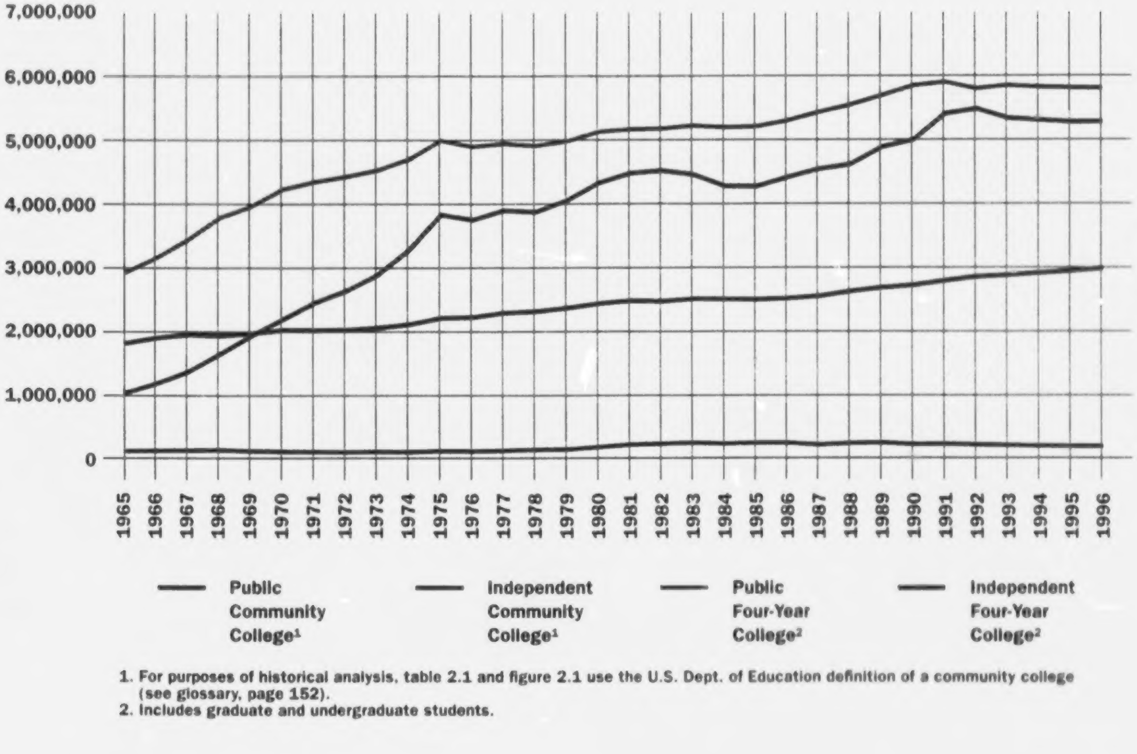
■ Source: National Center for Education Statistics 1999b

	Community Colleges[1]			Four-Year Colleges[2]			
Year	**Public**	**Independent**	**Total**	**Public**	**Independent**	**Total**	**Grand Total**
1965	1,041,264	131,688	1,172,952	2,928,332	1,819,580	4,747,912	5,920,864
1966	1,189,169	136,801	1,325,970	3,159,748	1,904,154	5,063,902	6,389,872
1967	1,372,053	140,709	1,512,762	3,443,975	1,955,011	5,398,986	6,911,748
1968	1,646,474	145,822	1,792,296	3,784,178	1,936,617	5,720,795	7,513,091
1969	1,934,346	133,187	2,067,533	3,962,522	1,974,605	5,937,127	8,004,660
1970	2,195,412	123,973	2,319,385	4,232,722	2,028,780	6,261,502	8,580,887
1971	2,457,319	121,970	2,579,289	4,346,990	2,022,365	6,369,355	8,948,644
1972	2,640,939	115,247	2,756,186	4,429,696	2,028,938	6,458,634	9,214,820
1973	2,889,621	122,479	3,012,100	4,529,895	2,060,128	6,590,023	9,602,123
1974	3,285,482	118,512	3,403,994	4,703,018	2,116,717	6,819,735	10,223,729
1975	3,836,366	133,753	3,970,119	4,998,142	2,216,598	7,214,740	11,184,859
1976	3,751,786	131,535	3,883,321	4,901,691	2,227,125	7,128,816	11,012,137
1977	3,901,769	141,173	4,042,942	4,945,224	2,297,621	7,242,845	11,285,787
1978	3,873,690	154,777	4,028,467	4,912,203	2,319,422	7,231,625	11,260,092
1979	4,056,810	159,856	4,216,666	4,980,012	2,373,221	7,353,233	11,569,899
1980	4,328,782	197,505	4,526,287	5,128,612	2,441,996	7,570,608	12,096,895
1981	4,480,708	235,503	4,716,211	5,166,324	2,489,137	7,655,461	12,371,672
1982	4,519,653	252,053	4,771,706	5,176,434	2,477,640	7,654,074	12,425,780
1983	4,459,330	264,136	4,723,466	5,223,404	2,517,791	7,741,195	12,464,661
1984	4,279,097	251,676	4,530,773	5,198,273	2,512,894	7,711,167	12,241,940
1985	4,269,733	261,344	4,531,077	5,209,540	2,506,438	7,715,978	12,247,055
1986	4,413,691	265,857	4,679,548	5,300,202	2,523,761	7,823,963	12,503,511
1987	4,541,054	235,168	4,776,222	5,432,200	2,558,220	7,990,420	12,766,642
1988	4,615,487	259,668	4,875,155	5,545,901	2,634,281	8,180,182	13,055,337
1989	4,883,660	267,229	5,150,889	5,694,303	2,693,368	8,387,671	13,538,560
1990	4,996,475	243,608	5,240,083	5,848,242	2,730,312	8,578,554	13,818,637
1991	5,404,815	247,085	5,651,900	5,904,748	2,802,305	8,707,053	14,358,953
1992	5,484,555	237,835	5,722,390	5,800,012	2,864,957	8,664,969	14,387,359
1993	5,337,328	228,539	5,565,867	5,851,760	2,887,176	8,738,936	14,304,803
1994	5,308,467	221,243	5,529,710	5,825,213	2,923,867	8,749,080	14,278,790
1995	5,277,829	214,700	5,492,529	5,814,545	2,954,707	8,769,252	14,261,781
1996	5,283,267	214,153	5,497,420	5,806,904	2,995,931	8,802,835	14,300,255
Change 1965 to 1996	407.4%	62.6%	368.7%	98.3%	64.6%	85.4%	141.5%
Change 1985 to 1996	22.0%	8.4%	21.5%	13.2%	22.7%	16.3%	18.2%
Change 1990 to 1996	5.7%	-12.1%	4.9%	-0.7%	9.7%	2.6%	3.5%

1. For purposes of historical analysis, table 2.1 and figure 2.1 use the U.S. Dept. of Education definition of a community college (see glossary, page 152).
2. Includes graduate and undergraduate students.

FIGURE 2.1 ■ TOTAL HIGHER EDUCATION ENROLLMENT BY TYPE OF INSTITUTION: 1965 TO 1996

■ Source: National Center for Education Statistics 1999b



1. For purposes of historical analysis, table 2.1 and figure 2.1 use the U.S. Dept. of Education definition of a community college (see glossary, page 152).
2. Includes graduate and undergraduate students.

TABLE 2.2 ■ UNDERGRADUATE HEADCOUNT ENROLLMENT BY TYPE OF INSTITUTION: 1991 TO 1997

■ Source: National Center for Education Statistics 1999d

	Community Colleges			Four-Year Colleges			
Year	**Public**	**Independent**	**Total**	**Public**	**Independent**	**Total**	**Grand Total**
1991	5,466,892	91,213	5,558,105	4,817,885	2,110,976	6,928,862	12,486,967
1992	5,535,807	95,569	5,631,376	4,804,605	2,146,257	6,950,862	12,582,239
1993	5,419,975	97,007	5,516,982	4,739,629	2,161,729	6,901,358	12,418,340
1994	5,379,982	95,280	5,475,263	4,703,036	2,157,557	6,860,593	12,335,856
1995	5,344,294	96,666	5,440,960	4,696,427	2,177,181	6,873,608	12,314,568
1996	5,378,007	96,435	5,474,441	4,696,131	2,163,995	6,860,126	12,334,568
1997	5,323,999	96,265	5,420,263	4,689,787	2,155,484	6,845,272	12,265,535
Change 1991 to 1997	-2.6%	5.5%	-2.5%	-2.7%	2.1%	-1.2%	-1.8%

- **58 percent of community college students are women.**
- **Nearly two-thirds (63 percent) of community college students attend less than full time. At four-year colleges, only 22 percent of students attend less than full time.**

TABLE 2.3 ■ UNDERGRADUATE FALL HEADCOUNT ENROLLMENT BY TYPE OF INSTITUTION, ENROLLMENT STATUS, AND GENDER: 1991 TO 1997

■ Source: National Center for Education Statistics 1999d

	Community Colleges			Four-Year Colleges		
Student Characteristic	**Public**	**Independent**	**Total**	**Public**	**Independent**	**Total**
1991						
Full-time	1,931,564	64,142	1,995,706	3,629,536	1,618,375	5,247,910
Part-time	3,535,328	27,072	3,562,399	1,188,350	492,602	1,680,951
Percent part-time	64.7%	29.7%	64.1%	24.7%	23.3%	24.3%
Male	2,325,613	31,626	2,357,239	2,266,261	947,101	3,213,361
Female	3,141,278	59,587	3,200,866	2,551,625	1,163,876	3,715,500
Percent female	57.5%	65.3%	57.6%	53.0%	55.1%	53.6%
Total	5,466,892	91,213	5,558,105	4,817,885	2,110,976	6,928,862
1992						
Full-time	1,951,299	66,480	2,017,780	3,621,571	1,640,073	5,261,643
Part-time	3,584,508	29,089	3,613,597	1,183,035	506,184	1,689,219
Percent part-time	64.8%	30.4%	64.2%	24.6%	23.6%	24.3%
Male	2,334,532	33,561	2,368,093	2,256,594	954,038	3,210,631
Female	3,201,275	62,008	3,263,283	2,548,012	1,192,219	3,740,230
Percent female	57.8%	64.9%	57.9%	53.0%	55.5%	53.8%
Total	5,535,807	95,569	5,631,376	4,804,605	2,146,256	6,950,862
1993						
Full-time	1,938,217	68,227	2,006,444	3,584,667	1,638,225	5,222,892
Part-time	3,481,758	28,779	3,510,537	1,154,962	523,504	1,678,466
Percent part-time	64.2%	29.7%	63.6%	24.4%	24.2%	24.3%
Male	2,287,212	35,173	2,322,385	2,227,036	966,802	3,193,838
Female	3,132,763	61,833	3,194,596	2,512,593	1,194,926	3,707,519
Percent female	57.8%	63.7%	57.9%	53.0%	55.3%	53.7%
Total	5,419,975	97,007	5,516,982	4,739,629	2,161,728	6,901,358

	Community Colleges			Four-Year Colleges		
Student Characteristic	**Public**	**Independent**	**Total**	**Public**	**Independent**	**Total**
1994						
Full-time	1,931,446	67,798	1,999,244	3,570,021	1,640,333	5,210,354
Part-time	3,448,536	27,483	3,476,019	1,133,015	517,224	1,650,239
Percent part-time	64.1%	28.8%	63.5%	24.1%	24.0%	24.1%
Male	2,260,637	34,584	2,295,220	2,192,897	954,558	3,147,455
Female	3,119,346	60,697	3,180,043	2,510,139	1,202,998	3,713,137
Percent female	58.0%	63.7%	58.1%	53.4%	55.8%	54.1%
Total	5,379,982	95,280	5,475,263	4,703,036	2,157,556	6,860,593
1995						
Full-time	1,887,557	70,298	1,957,855	3,589,390	1,659,561	5,248,951
Part-time	3,456,737	26,367	3,483,105	1,107,037	517,620	1,624,657
Percent part-time	64.7%	27.3%	64.0%	23.6%	23.8%	23.6%
Male	2,270,241	35,143	2,305,385	2,169,877	946,641	3,116,518
Female	3,074,053	61,522	3,135,576	2,526,550	1,230,539	3,757,089
Percent female	57.5%	63.6%	57.6%	53.8%	56.5%	54.7%
Total	5,344,294	96,666	5,440,960	4,696,427	2,177,180	6,873,608
1996						
Full-time	1,910,827	72,511	1,983,339	3,609,623	1,684,081	5,293,704
Part-time	3,467,179	23,923	3,491,103	1,086,508	479,914	1,566,422
Percent part-time	64.5%	24.8%	63.8%	23.1%	22.2%	22.8%
Male	2,287,233	36,116	2,323,349	2,154,217	929,546	3,083,763
Female	3,090,774	60,319	3,151,093	2,541,914	1,234,448	3,776,362
Percent female	57.5%	62.5%	57.6%	54.1%	57.0%	55.0%
Total	5,378,007	96,435	5,474,441	4,696,131	2,163,994	6,860,126
1997						
Full-time	1,918,643	71,763	1,990,407	3,641,477	1,679,237	5,320,714
Part-time	3,405,355	24,502	3,429,857	1,048,310	476,247	1,524,557
Percent part-time	64.0%	25.5%	63.3%	22.4%	22.1%	22.3%
Male	2,245,912	38,027	2,283,939	2,135,089	921,092	3,056,181
Female	3,078,087	58,238	3,136,324	2,554,698	1,234,392	3,789,090
Percent female	57.8%	60.5%	57.9%	54.5%	57.3%	55.4%
Total	5,323,999	96,265	5,420,263	4,689,787	2,155,484	6,845,272

- 32 percent of community college students are 30 years of age or older; 46 percent are 25 years or older.

FIGURE 2.2 ■ COMMUNITY COLLEGE ENROLLMENT BY AGE: 1997

■ Source: National Center for Education Statistics 1999d

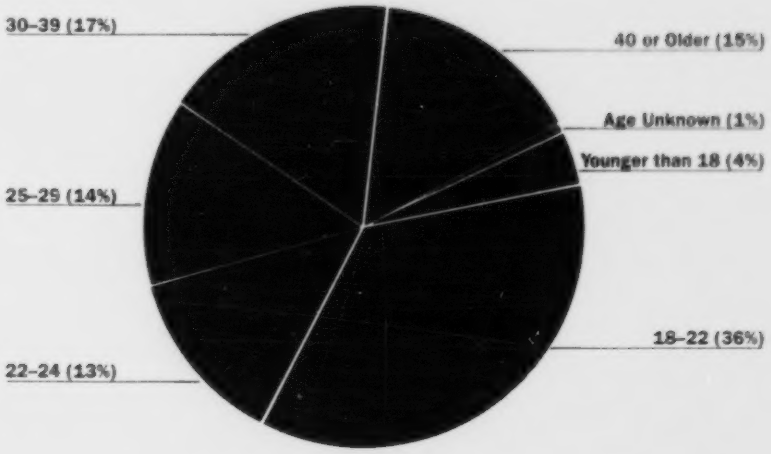
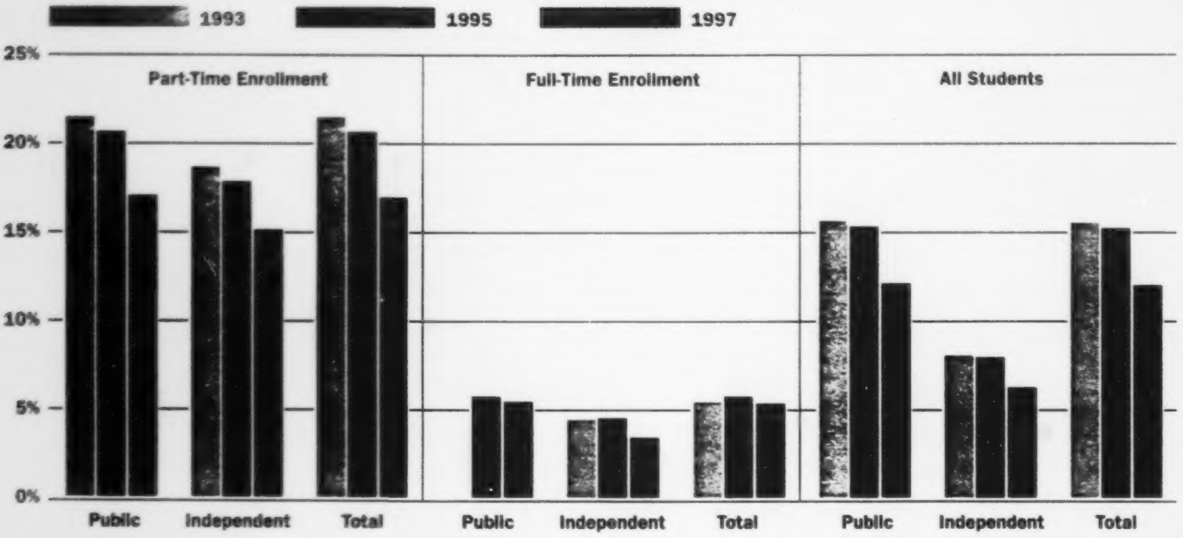


FIGURE 2.3 ■ PERCENTAGE OF COMMUNITY COLLEGE ENROLLMENT AGED 40 OR OLDER BY ENROLLMENT STATUS AND TYPE OF INSTITUTION: 1993, 1995, 1997

■ Source: National Center for Education Statistics 1999d



44

- **The number of part-time students under the age of 18 increased by 206 percent between 1993 and 1997. This reflects the increase in dual high school–college enrollment.**

TABLE 2.4 ■ DISTRIBUTION OF COMMUNITY COLLEGE ENROLLMENT BY AGE OF STUDENT, ATTENDANCE STATUS, AND TYPE OF INSTITUTION: 1993, 1995, 1997

■ Source: National Center for Education Statistics 1999d

	Part-Time			Full-Time			All Students		
Age	**Public**	**Independent**	**Total**	**Public**	**Independent**	**Total**	**Public**	**Independent**	**Total**
1993									
Under 18	1.6%	0.9%	1.6%	1.6%	1.9%	1.6%	1.6%	1.7%	1.6%
18 to 19	10.2%	6.0%	10.2%	35.2%	39.7%	35.4%	20.7%	31.6%	20.9%
20 to 21	12.7%	11.1%	12.7%	21.8%	19.9%	21.7%	16.5%	17.8%	16.5%
22 to 24	15.6%	15.4%	15.6%	14.1%	13.0%	14.1%	15.0%	13.6%	15.0%
25 to 29	17.1%	19.2%	17.1%	10.0%	9.5%	10.0%	14.1%	11.8%	14.1%
30 to 34	13.9%	15.5%	14.0%	6.6%	5.6%	6.6%	10.9%	8.0%	10.8%
35 to 39	11.2%	12.3%	11.2%	4.6%	3.7%	4.6%	8.4%	5.8%	8.4%
40 to 49	12.3%	12.3%	12.3%	4.5%	2.9%	4.4%	9.0%	5.2%	8.9%
50 to 64	3.7%	2.7%	3.7%	0.9%	0.6%	0.9%	2.5%	1.1%	2.5%
65 or older	0.9%	0.1%	0.9%	0.1%	0.0%	0.1%	0.6%	0.1%	0.6%
Age unknown	0.7%	4.5%	0.7%	0.5%	3.1%	0.6%	0.6%	3.4%	0.7%
40 or older	17.0%	15.1%	16.9%	5.5%	3.5%	5.4%	12.1%	6.3%	12.0%
1995									
Under 18	3.6%	2.6%	3.6%	2.0%	1.6%	2.0%	3.1%	1.9%	3.0%
18 to 19	9.4%	5.7%	9.3%	35.7%	37.8%	35.7%	18.8%	29.6%	19.0%
20 to 21	11.2%	9.6%	11.2%	21.9%	19.7%	21.8%	15.0%	17.1%	15.1%
22 to 24	13.7%	13.9%	13.7%	13.4%	13.8%	13.4%	13.6%	13.8%	13.6%
25 to 29	16.5%	18.5%	16.5%	10.3%	11.0%	10.3%	14.3%	12.9%	14.3%
30 to 34	13.0%	14.6%	13.0%	6.2%	6.1%	6.2%	10.6%	8.3%	10.5%
35 to 39	11.1%	12.1%	11.1%	4.4%	4.2%	4.4%	8.7%	6.2%	8.6%
40 to 49	14.0%	13.8%	14.0%	4.6%	3.8%	4.6%	10.6%	6.3%	10.6%
50 to 64	5.0%	3.7%	5.0%	1.0%	0.8%	1.0%	3.6%	1.5%	3.5%
65 or older	1.6%	0.4%	1.6%	0.2%	0.1%	0.2%	1.1%	0.1%	1.1%
Age unknown	0.9%	5.2%	0.9%	0.3%	1.2%	0.4%	0.7%	2.2%	0.7%
40 or older	20.6%	17.8%	20.6%	5.8%	4.6%	5.8%	15.3%	8.0%	15.2%

	Part-Time			Full-Time			All Students		
Age	**Public**	**Independent**	**Total**	**Public**	**Independent**	**Total**	**Public**	**Independent**	**Total**
1997									
Under 18	4.9%	2.9%	4.9%	2.2%	1.9%	2.2%	3.9%	2.2%	3.9%
18 to 19	9.7%	9.2%	9.7%	37.3%	37.8%	37.3%	19.8%	30.5%	20.0%
20 to 21	11.4%	10.1%	11.4%	22.8%	19.3%	22.6%	15.6%	17.0%	15.6%
22 to 24	13.2%	14.1%	13.2%	12.8%	13.3%	12.8%	13.0%	13.5%	13.1%
25 to 29	16.2%	16.9%	16.2%	9.9%	10.5%	9.9%	13.8%	12.2%	13.8%
30 to 34	11.8%	12.6%	11.8%	5.3%	5.5%	5.3%	9.4%	7.3%	9.4%
35 to 39	10.4%	11.2%	10.4%	3.9%	3.9%	3.9%	8.0%	5.8%	8.0%
40 to 49	14.1%	13.7%	14.1%	4.3%	3.5%	4.3%	10.5%	6.2%	10.4%
50 to 64	5.7%	4.4%	5.6%	1.1%	0.8%	1.1%	4.0%	1.7%	3.9%
65 or older	1.6%	0.5%	1.6%	0.1%	0.1%	0.1%	1.1%	0.2%	1.1%
Age unknown	0.9%	4.5%	1.0%	0.4%	3.2%	0.5%	0.7%	3.5%	0.8%
40 or older	21.4%	18.6%	21.4%	5.5%	4.5%	5.5%	15.6%	8.1%	15.5%

- **Although most community college students attend less than full time, 70 percent of the traditional-aged students (18 to 19 years old) attend full time.**

TABLE 2.5 ■ COMMUNITY COLLEGE FALL HEADCOUNT ENROLLMENT BY AGE, GENDER, AND ENROLLMENT STATUS: 1997

■ Source: National Center for Education Statistics 1999d

	Male			Female			Total		
Age	Full-Time	Part-Time	Percent Full-Time	Full-Time	Part-Time	Percent Full-Time	Full-Time	Part-Time	Percent Full-Time
Under 18	17,393	68,816	20.2%	27,409	102,115	21.2%	44,802	170,931	20.8%
18 to 19	355,468	152,522	70.0%	419,785	184,455	69.5%	775,253	336,977	69.7%
20 to 21	229,281	180,542	55.9%	241,282	215,929	52.8%	470,563	396,471	54.3%
22 to 24	127,548	205,519	38.3%	138,445	253,185	35.4%	265,993	458,704	36.7%
25 to 29	86,638	240,951	26.4%	119,009	320,196	27.1%	205,647	561,147	26.8%
30 to 34	37,934	162,648	18.9%	71,947	247,942	22.5%	109,881	410,590	21.1%
35 to 39	25,890	130,731	16.5%	54,830	230,440	19.2%	80,720	361,171	18.3%
40 to 49	32,211	165,945	16.3%	57,123	324,690	15.0%	89,334	490,635	15.4%
50 to 64	9,211	69,219	11.7%	13,324	126,717	9.5%	22,535	195,936	10.3%
65 or older	1,406	22,432	5.9%	1,223	34,490	3.4%	2,629	56,922	4.4%
Age unknown	5,440	15,012	26.6%	4,746	18,642	20.3%	10,186	33,654	23.2%
18 to 21	584,749	333,064	63.7%	661,067	400,384	62.3%	1,245,816	733,448	62.9%
40 or older	42,828	257,596	14.3%	71,670	485,897	12.9%	114,498	743,493	13.3%
Total[1]	928,420	1,414,337	39.6%	1,149,123	2,058,801	35.8%	2,077,543	3,473,138	37.4%

[1] Total enrollment by age may vary from other tables due to unreported data.

- **More women than men pursue postsecondary education after the age of 30, perhaps coinciding with average post-childbearing years.**

TABLE 2.6 ■ COMMUNITY COLLEGE FALL HEADCOUNT ENROLLMENT BY AGE AND GENDER: 1997

■ Source: National Center for Education Statistics 1999d

Age	Male	Female	Percent Female
Under 18	86,209	129,524	60%
18 to 19	507,990	604,240	54%
20 to 21	409,823	457,211	53%
22 to 24	333,067	391,630	54%
25 to 29	327,589	439,205	57%
30 to 34	200,582	319,889	61%
35 to 39	156,621	285,270	65%
40 to 49	198,156	381,813	66%
50 to 64	78,430	140,041	64%
65 or older	23,838	35,713	60%
Age unknown	20,452	23,388	53%
18 to 21	917,813	1,061,451	54%
40 or older	300,424	557,567	65%
Total[1]	2,342,757	3,207,924	58%

1. Total enrollment by age may vary from other tables due to unreported data.

TABLE 2.7 ■ UNDERGRADUATE FALL HEADCOUNT ENROLLMENT BY RACIAL/ETHNIC BACKGROUND AND TYPE OF INSTITUTION: 1992 TO 1997

■ Source: National Center for Education Statistics 1999d

	Community Colleges			Four-Year Colleges			All Institutions		
	Fall Headcount Enrollment	Percentage of		Fall Headcount Enrollment	Percentage of		Fall Headcount Enrollment	Percentage of	
		Total Enrollment	Minority Enrollment		Total Enrollment	Minority Enrollment		Total Enrollment	Minority Enrollment
1992									
Black	557,083	9.9%	39.0%	660,619	9.5%	44.5%	1,217,703	9.7%	41.8%
Native American	64,157	1.1%	4.5%	46,506	0.7%	3.1%	110,663	0.9%	3.8%
Asian/Pacific Islander	283,024	5.0%	19.8%	316,182	4.5%	21.3%	599,206	4.8%	20.6%
Hispanic origin	525,540	9.3%	36.8%	459,799	6.6%	31.0%	985,340	7.8%	33.8%
Minority subtotal	1,429,805	25.4%	100.0%	1,483,106	21.3%	100.0%	2,912,911	23.2%	100.0%
White	3,975,178	70.6%	N/A	5,109,325	73.5%	N/A	9,084,503	72.2%	N/A
Race/ethnicity unknown	88,118	1.6%	N/A	162,329	2.3%	N/A	250,447	2.0%	N/A
Nonresident alien	138,276	2.5%	N/A	195,892	2.8%	N/A	334,168	2.7%	N/A
Total	5,631,376	100.0%	N/A	6,950,653	100.0%	N/A	12,582,029	100.0%	N/A
1993									
Black	561,984	10.2%	38.7%	673,611	9.8%	44.0%	1,235,595	9.9%	41.4%
Native American	64,813	1.2%	4.5%	48,118	0.7%	3.1%	112,930	0.9%	3.8%
Asian Pacific Islander	288,877	5.2%	19.9%	331,466	4.8%	21.6%	620,344	5.0%	20.8%
Hispanic origin	538,162	9.8%	37.0%	478,656	6.9%	31.2%	1,016,817	8.2%	34.1%
Minority subtotal	1,453,836	26.4%	100.0%	1,531,851	22.2%	100.0%	2,985,687	24.0%	100.0%
White	3,823,345	69.3%	N/A	4,988,842	72.3%	N/A	8,812,188	71.0%	N/A
Race/ethnicity unknown	88,698	1.6%	N/A	170,803	2.5%	N/A	259,501	2.1%	N/A
Nonresident alien	151,102	2.7%	N/A	209,653	3.0%	N/A	360,755	2.9%	N/A
Total	5,516,982	100.0%	N/A	6,901,149	100.0%	N/A	12,418,131	100.0%	N/A
1994									
Black	582,298	10.6%	38.2%	688,306	10.0%	43.6%	1,270,604	10.3%	41.0%
Native American	67,980	1.2%	4.5%	50,693	0.7%	3.2%	118,673	1.0%	3.8%
Asian Pacific Islander	301,837	5.5%	19.8%	347,339	5.1%	22.0%	649,176	5.3%	20.9%
Hispanic origin	571,509	10.4%	37.5%	491,551	7.2%	31.2%	1,063,060	8.6%	34.3%
Minority subtotal	1,523,624	27.8%	100.0%	1,577,890	23.0%	100.0%	3,101,514	25.1%	100.0%
White	3,708,569	67.7%	N/A	4,895,209	71.4%	N/A	8,603,779	69.7%	N/A
Race/ethnicity unknown	91,125	1.7%	N/A	177,255	2.6%	N/A	268,380	2.2%	N/A
Nonresident alien	151,910	2.8%	N/A	209,740	3.1%	N/A	361,650	2.9%	N/A
Total	5,475,228	100.0%	N/A	6,860,095	100.0%	N/A	12,335,323	100.0%	N/A

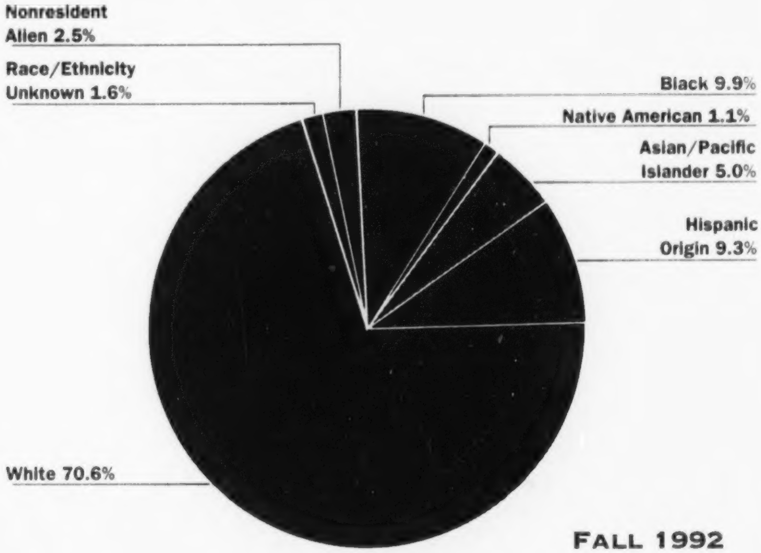
- **Minority enrollment at community colleges increased from 25 percent in 1992 to 30 percent in 1997. At four-year colleges, minority enrollment increased from 21 percent to 24 percent during that period.**

	Community Colleges			Four-Year Colleges			All Institutions		
	Fall Headcount Enrollment	Percentage of Total Enrollment	Percentage of Minority Enrollment	Fall Headcount Enrollment	Percentage of Total Enrollment	Percentage of Minority Enrollment	Fall Headcount Enrollment	Percentage of Total Enrollment	Percentage of Minority Enrollment
1995									
Black	585,588	10.8%	37.9%	694,849	10.1%	42.5%	1,280,437	10.4%	40.3%
Native American	69,476	1.3%	4.5%	52,971	0.8%	3.2%	122,447	1.0%	3.9%
Asian/Pacific Islander	302,789	5.6%	19.6%	361,176	5.3%	22.1%	663,965	5.4%	20.9%
Hispanic origin	587,470	10.8%	38.0%	524,169	7.6%	32.1%	1,111,639	9.0%	35.0%
Minority subtotal	1,545,322	28.4%	100.0%	1,633,166	23.8%	100.0%	3,178,488	25.8%	100.0%
White	3,639,021	66.9%	N/A	4,828,613	70.3%	N/A	8,467,634	68.8%	N/A
Race/ethnicity unknown	89,116	1.6%	N/A	178,444	2.6%	N/A	267,560	2.2%	N/A
Nonresident alien	167,478	3.1%	N/A	233,108	3.4%	N/A	400,586	3.3%	N/A
Total	5,440,938	100.0%	N/A	6,873,332	100.0%	N/A	12,314,269	100.0%	N/A
1996									
Black	597,447	10.9%	37.3%	703,085	10.2%	42.2%	1,300,533	10.5%	39.8%
Native American	69,820	1.3%	4.4%	54,373	0.8%	3.3%	124,193	1.0%	3.8%
Asian/Pacific Islander	310,060	5.7%	19.4%	372,628	5.4%	22.4%	682,688	5.5%	20.9%
Hispanic origin	623,960	11.4%	39.0%	534,888	7.8%	32.1%	1,158,849	9.4%	35.5%
Minority subtotal	1,601,288	29.3%	100.0%	1,664,975	24.3%	100.0%	3,266,263	26.5%	100.0%
White	3,599,476	65.8%	N/A	4,793,678	69.9%	N/A	8,393,154	68.0%	N/A
Race/ethnicity unknown	92,745	1.7%	N/A	181,268	2.6%	N/A	274,013	2.2%	N/A
Nonresident alien	180,909	3.3%	N/A	219,917	3.2%	N/A	400,827	3.2%	N/A
Total	5,474,417	100.0%	N/A	6,859,839	100.0%	N/A	12,334,256	100.0%	N/A
1997									
Black	599,586	11.1%	36.9%	710,531	10.4%	42.6%	1,310,117	10.7%	39.8%
Native American	69,879	1.3%	4.3%	57,054	0.8%	3.4%	126,933	1.0%	3.9%
Asian/Pacific Islander	316,172	5.8%	19.5%	376,525	5.5%	22.6%	692,697	5.6%	21.0%
Hispanic origin	637,813	11.8%	39.3%	523,883	7.7%	31.4%	1,161,697	9.5%	35.3%
Minority subtotal	1,623,450	30.0%	100.0%	1,667,994	24.4%	100.0%	3,291,444	26.8%	100.0%
White	3,512,699	64.8%	N/A	4,761,955	69.6%	N/A	8,274,654	67.5%	N/A
Race/ethnicity unknown	80,446	1.5%	N/A	181,188	2.6%	N/A	261,634	2.1%	N/A
Nonresident alien	203,702	3.8%	N/A	233,820	3.4%	N/A	437,522	3.6%	N/A
Total	5,420,297	100.0%	N/A	6,844,958	100.0%	N/A	12,265,255	100.0%	N/A

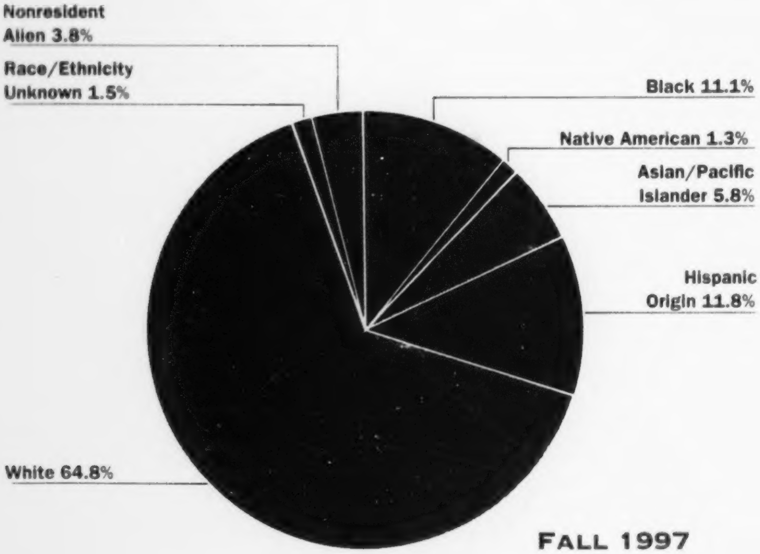
- **Students of Hispanic origin are the fastest-growing racial/ethnic group at community colleges. The majority of these students indicate they are of Mexican, Mexican American, or Chicano descent.**

FIGURE 2.4 ■ MINORITY ENROLLMENT IN COMMUNITY COLLEGES: FALL 1992 AND FALL 1997

■ Source: National Center for Education Statistics 1999d



FALL 1992



FALL 1997

TABLE 2.8 ■ HISPANIC ORIGIN OF COLLEGE STUDENTS BY TYPE OF INSTITUTION: 1995–96[1]

■ Source: National Center for Education Statistics 1999h

Institution Type	Mexican, Mexican American, or Chicano	Cuban Descent	Puerto Rican Descent	Some Other Hispanic Origin	Hispanic Origin Unknown	Total Number of Hispanic Origin (Estimated)
Public 2-year	62.5%	3.2%	6.5%	26.0%	1.9%	886,240
Public 4-year	58.6%	1.1%	11.6%	24.3%	4.4%	333,890
Independent nfp[2] 4-year	56.8%	1.8%	15.4%	24.7%	1.3%	207,730
Proprietary	66.6%	1.3%	12.3%	17.3%	2.5%	147,980
Multiple institutions[3]	54.0%	3.3%	5.7%	36.3%	0.7%	103,260
Total	60.7%	2.5%	9.0%	25.5%	2.3%	1,679,100

1. Due to sampling methodology, some populations may be underrepresented.

2. Not-for-profit.

3. Students attended more than one institution in 1995–96.

TABLE 2.9 ■ ASIAN/PACIFIC ISLANDER ORIGIN OF COLLEGE STUDENTS BY TYPE OF INSTITUTION: 1995–96[1]

■ Source: National Center for Education Statistics 1999h

Institution Type	Chinese	Korean	Filipino	Japanese	Vietnamese	Asian Indian	Thai
Public 2-year	14.1%	2.7%	15.1%	4.7%	8.5%	11.8%	8.4%
Public 4-year	26.9%	12.1%	9.7%	9.3%	8.9%	8.8%	1.3%
Independent nfp[2] 4-year	22.3%	17.4%	7.9%	7.4%	4.3%	10.0%	2.7%
Proprietary	7.7%	2.5%	14.9%	4.0%	11.4%	3.2%	1.1%
Multiple institutions[3]	22.4%	5.3%	14.0%	1.5%	30.3%	9.1%	0.3%
Total	20.3%	8.9%	12.1%	6.7%	9.7%	9.7%	4.0%

Institution Type	Hawaiian	Samoan	Guamanian	Other Asian or Pacific Islander	Asian/ Pacific Islander Origin Unknown	Total Number of Asian/ Pacific Islanders (Estimated)
Public 2-year	0.0%	0.3%	0.4%	18.8%	15.2%	296,540
Public 4-year	0.3%	0.1%	0.0%	11.8%	10.8%	315,430
Independent nfp[2] 4-year	0.1%	0.0%	0.0%	17.4%	10.5%	151,320
Proprietary	0.2%	3.4%	0.5%	21.1%	30.0%	32,290
Multiple institutions[3]	0.1%	0.0%	0.0%	7.9%	9.2%	68,750
Total	0.1%	0.3%	0.2%	15.3%	12.8%	864,330

1. Due to sampling methodology, some populations may be underrepresented.

2. Not-for-profit.

3. Students attended more than one institution in 1995–96.

- **13 percent of community college students report that English is not the primary language spoken in their home.**

TABLE 2.10 ■ PRIMARY LANGUAGE SPOKEN IN THE HOME OF HIGHER EDUCATION STUDENTS BY TYPE OF INSTITUTION: 1995–96[1]

■ Source: National Center for Education Statistics 1999h

Institution Type	English	Spanish	Arabic	Chinese (Mandarin)	Farcey (Pharsi)	French and Canadian French	Gaelic	German	Hebrew	Hindi
Public 2-year	87.5%	7.0%	0.3%	0.5%	0.0%	0.3%	0.0%	0.4%	0.0%	0.0%
Public 4-year	90.3%	2.9%	0.2%	1.2%	0.1%	0.2%	0.0%	0.1%	0.1%	0.2%
Independent nfp[2] 4-year	88.8%	3.6%	0.4%	0.9%	0.0%	0.4%	0.0%	0.1%	0.1%	0.1%
Proprietary	84.7%	9.7%	0.1%	0.2%	0.0%	0.4%	0.1%	0.2%	0.0%	0.0%
Multiple institutions[3]	85.2%	6.8%	0.0%	1.2%	0.1%	0.1%	0.0%	0.1%	0.0%	0.0%
All Students	88.2%	5.4%	0.2%	0.8%	0.0%	0.3%	0.0%	0.2%	0.0%	0.1%

Institution Type	Japanese	Korean	Malaysian (Bahasa Malay)	Pakistani (Punjabi)	Tagalog	Thai	Vietnamese	American Sign Language or Other Sign Language	Other
Public 2-year	0.1%	0.1%	0.0%	0.0%	0.2%	0.4%	0.4%	0.1%	2.9%
Public 4-year	0.5%	0.4%	0.2%	0.1%	0.1%	0.1%	0.6%	0.1%	2.8%
Independent nfp[2] 4-year	0.4%	1.2%	0.1%	0.0%	0.1%	0.2%	0.3%	0.0%	3.3%
Proprietary	0.1%	0.1%	0.0%	0.0%	0.2%	0.1%	0.7%	0.1%	3.3%
Multiple institutions[3]	0.1%	0.6%	0.0%	0.0%	0.0%	0.0%	2.4%	0.0%	3.3%
All Students	0.3%	0.4%	0.1%	0.1%	0.2%	0.2%	0.6%	0.1%	3.0%

1. Due to sampling methodology, some populations may be underrepresented.

2. Not-for-profit.

3. Students attended more than one institution in 1995–96.

- **Although enrollments have remained steady, community colleges' share of first-time freshmen (students starting their post-secondary education) has decreased since 1991.**

TABLE 2.11 ■ FIRST-TIME FRESHMEN FALL HEADCOUNT ENROLLMENT BY TYPE OF INSTITUTION: 1980 TO 1997 (IN THOUSANDS)

■ **Source: National Center for Education Statistics 1999b and 1999d**

	Community Colleges			Four-Year Colleges			
Year	**Public**	**Independent**	**Total**	**Public**	**Independent**	**Total**	**Percent in Community Colleges**
1980	1,314	91	1,405	765	418	1,183	54.3%
1981	1,318	104	1,422	754	419	1,173	54.8%
1982	1,254	116	1,370	731	404	1,135	54.7%
1983	1,190	122	1,312	728	404	1,132	53.7%
1984	1,130	120	1,250	714	403	1,117	52.8%
1985	1,060	116	1,176	717	399	1,116	51.3%
1986	991	117	1,108	720	392	1,112	49.9%
1987	980	104	1,084	758	405	1,163	48.2%
1988	1,049	121	1,170	783	426	1,209	49.2%
1989	1,049	116	1,165	762	414	1,176	49.8%
1990	1,041	88	1,129	727	400	1,127	50.0%
1991	1,070	97	1,167	718	393	1,111	51.2%
1992	993	85	1,078	697	708	1,405	43.4%
1993	974	74	1,048	702	477	1,179	47.1%
1994	952	66	1,018	709	406	1,115	47.7%
1995	1,028	36	1,065	749	425	1,174	47.6%
1996	1,025	36	1,060	758	426	1,183	47.3%
1997[1]	939	32	972	765	427	1,192	44.9%

[1] Estimate based on preliminary data files.

- 96 percent of students who enter community colleges right after high school do so in the same state; 55 percent who enter independent four-year colleges do so in the same state.

TABLE 2.12 ■ ENROLLMENT OF FIRST-TIME FRESHMEN BY RESIDENCE OF STUDENT AND TYPE OF INSTITUTION: 1996

■ Source: National Center for Education Statistics 1998a

	All First-Time Freshmen			Graduated High School in Past 12 Months		
	Enrollment Due to In-State Residents	Enrollment Due to Out-of-State Residents	Percent Out-of-State	Enrollment Due to In-State Residents	Enrollment Due to Out-of-State Residents	Percent Out-of-State
All Institutions	1,844,132	379,632	17.1%	1,241,548	304,208	19.7%
Public	1,542,611	179,476	10.4%	1,016,507	128,583	11.2%
Independent	301,521	200,156	39.9%	225,041	175,625	43.8%
Four-Year	883,055	314,701	26.3%	765,962	277,930	26.6%
Public	629,452	124,893	16.6%	562,023	108,169	16.1%
Independent	253,603	124,893	33.0%	203,939	169,761	45.4%
Community College	961,077	64,931	6.3%	475,586	26,278	5.2%
Public	913,159	54,583	5.6%	454,484	20,414	4.3%
Independent	47,918	10,348	17.8%	21,102	5,864	21.7%

- More than half of all community college students report that neither of their parents has attended a postsecondary education institution.

TABLE 2.13 ■ HIGHEST LEVEL OF PARENTAL EDUCATION FOR POSTSECONDARY STUDENTS BY TYPE OF INSTITUTION: 1995–96

■ Source: National Center for Education Statistics 1999h

Institution Type	Less than High School	High School Graduate	Some College (<2 years)	2 or More Years of College Including Associate Degree	Bachelor's Degree (4-5 years)	Master's Degree or Equivalent	Doctoral/ Professional Degree
Highest Level of Education Completed by Father							
Public 2-year	19.2%	41.1%	7.9%	8.3%	14.7%	6.5%	2.3%
Public 4-year	8.8%	36.3%	7.3%	7.5%	22.6%	11.1%	6.3%
Independent nfp[1] 4-year	10.4%	37.4%	4.4%	6.0%	20.2%	11.5%	10.1%
Proprietary	20.5%	52.3%	5.9%	5.4%	10.5%	3.6%	1.8%
Multiple institutions[2]	12.5%	40.0%	5.5%	7.1%	18.9%	11.1%	4.8%
Total	14.4%	39.7%	6.9%	7.5%	18.0%	8.7%	4.8%
Highest Level of Education Completed by Mother							
Public 2-year	15.1%	50.2%	8.2%	9.6%	12.4%	4.0%	0.6%
Public 4-year	7.5%	42.9%	9.1%	10.7%	19.3%	9.4%	1.1%
Independent nfp[1] 4-year	7.5%	44.4%	6.7%	8.8%	20.0%	10.3%	2.4%
Proprietary	19.3%	54.6%	6.7%	7.8%	8.5%	2.8%	0.3%
Multiple institutions[2]	12.6%	44.0%	7.2%	9.4%	15.3%	9.5%	2.1%
Total	11.9%	47.1%	8.1%	9.6%	15.6%	6.8%	1.1%

1. Not-for-profit.

2. Students attended more than one institution in 1995–96.

Institution Type	Less than High School	High School Graduate	Some College (<2 years)	2 or More Years of College Including Associates Degree	Bachelor's Degree (4-5 years)	Master's Degree or Equivalent	Doctoral/ Professional Degree	Percent First-Generation Student
Highest Level of Education Completed by Either Parent								
Public 2-year	11.2%	40.3%	10.0%	10.9%	17.7%	7.6%	2.5%	51.4%
Public 4-year	4.5%	30.4%	7.8%	10.3%	25.3%	15.0%	6.7%	34.9%
Independent nfp[1] 4-year	5.1%	34.6%	5.8%	7.7%	21.7%	14.8%	10.4%	39.7%
Proprietary	13.4%	50.6%	7.6%	8.9%	12.6%	5.0%	1.9%	64.0%
Multiple institutions[2]	8.8%	34.5%	6.7%	10.3%	19.7%	13.8%	6.2%	43.3%
Total	8.3%	36.8%	8.4%	10.1%	20.4%	11.1%	5.1%	45.1%

[1] Not-for-profit.

[2] Students attended more than one institution in 1995–96.

- 42 percent of community college students plan to earn a bachelor's degreee.

TABLE 2.14 ■ HIGHEST LEVEL OF EDUCATION PLANNED BY UNDERGRADUATE STUDENTS BY TYPE OF INSTITUTION: 1995–96

■ Source: National Center for Education Statistics 1999h

Institution Type	Less than Four Years, No Degree or Certificate	Certificate	Associate Degree	Bachelor's Degree	Completion of Post-Baccalaureate Program	Master's Degree	Advanced Degree, Doctoral or Professional
Public 2-year	3.0%	3.8%	12.0%	42.0%	0.4%	28.3%	10.5%
Public 4-year	0.3%	0.3%	0.7%	19.9%	0.6%	54.4%	23.9%
Independent nfp[1] 4-year	0.5%	0.2%	0.7%	16.5%	0.4%	53.8%	27.9%
Proprietary	2.4%	22.8%	14.5%	33.8%	0.2%	21.6%	4.7%
Multiple institutions[2]	0.3%	3.1%	3.9%	23.5%	0.7%	48.0%	20.4%
Total	1.6%	3.4%	6.6%	30.1%	0.5%	40.7%	17.3%

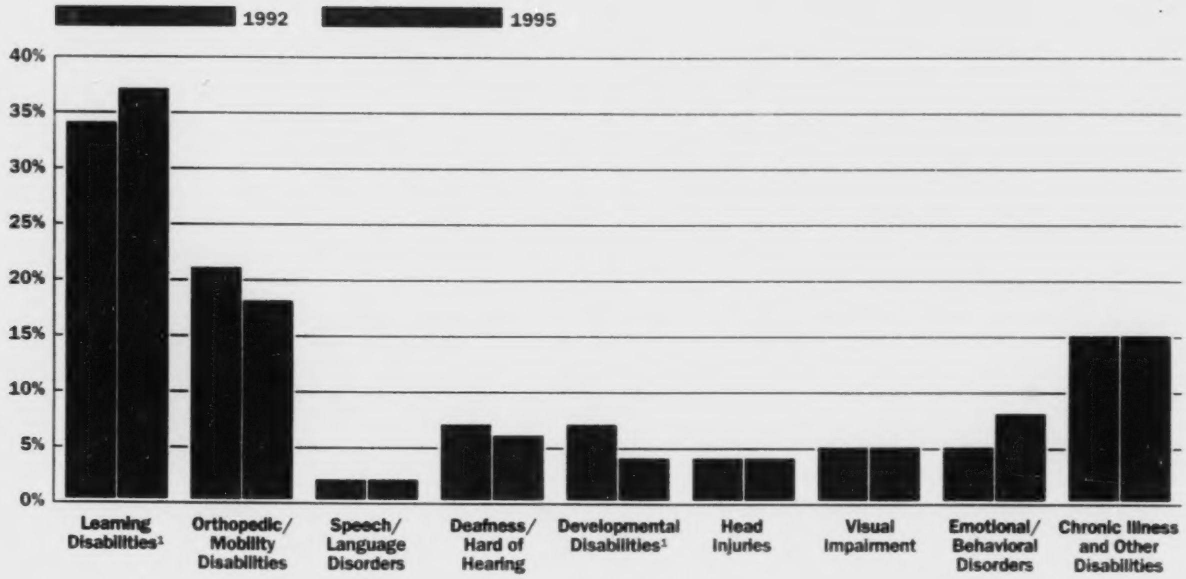
1. Not-for-profit.

2. Students attended more than one institution in 1995–96.

- **Community colleges serve a higher percentage of students with disabilities than any other sector of higher education.**

FIGURE 2.5 ■ DISTRIBUTION OF REPORTED DISABILITIES AT COMMUNITY COLLEGES: 1992 AND 1995

■ Source: Barnett 1992 and 1996



[1] The change in learning disabilities and developmental disabilities may be explained by a change in definition between the two surveys.

TABLE 2.15 ■ EMPLOYMENT STATUS OF COMMUNITY COLLEGE STUDENTS BY ENROLLMENT STATUS AND AGE: 1995–96

■ Source: National Center for Education Statistics 1999h

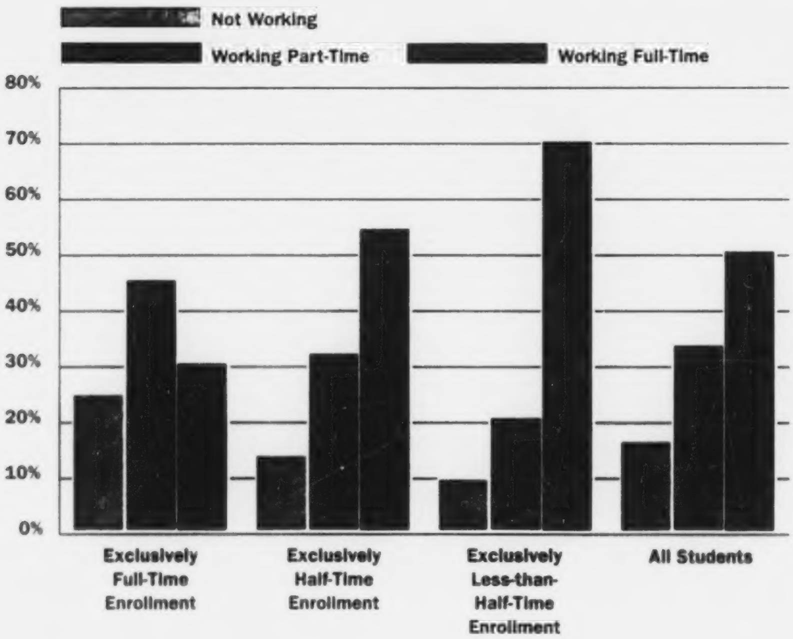
	Not Working	Working Part-Time	Working Full-Time
Exclusively Full-Time Enrollment			
19 or younger	17.8%	63.3%	18.8%
20 to 22	18.3%	45.6%	36.1%
23 to 29	31.1%	29.2%	39.6%
30 to 39	34.9%	24.3%	40.8%
40 or older	52.1%	21.7%	26.2%
Total	24.7%	45.1%	30.3%
Mixed Full-Time/Part-Time Enrollment			
19 or younger	12.8%	67.6%	19.6%
20 to 22	17.7%	37.0%	45.3%
23 to 29	15.6%	27.5%	57.0%
30 to 39	22.2%	32.8%	45.1%
40 or older	45.8%	13.4%	40.7%
Total	18.8%	39.8%	41.4%
Exclusively Half-Time Enrollment			
19 or younger	17.2%	42.3%	40.5%
20 to 22	10.2%	49.9%	39.9%
23 to 29	6.8%	25.9%	67.4%
30 to 39	20.8%	26.2%	53.0%
40 or older	20.7%	14.3%	65.0%
Total	13.7%	31.9%	54.4%
Exclusively Less-than-Half-Time Enrollment			
19 or younger	15.5%	49.3%	35.2%
20 to 22	4.3%	39.8%	55.9%
23 to 29	5.0%	10.0%	85.0%
30 to 39	7.6%	12.8%	79.6%
40 or older	14.8%	22.3%	62.9%
Total	9.5%	20.4%	70.1%
Mixed Half-Time/Less-than-Half-Time Enrollment			
19 or younger	10.5%	53.8%	35.7%
20 to 22	5.6%	22.5%	71.9%
23 to 29	4.7%	24.0%	71.3%
30 to 39	20.1%	31.9%	48.0%
40 or older	8.0%	12.4%	79.6%
Total	10.6%	26.5%	62.9%
All Students			
19 or younger	16.3%	59.2%	24.6%
20 to 22	13.8%	42.0%	44.2%
23 to 29	12.9%	22.0%	65.0%
30 to 39	17.8%	22.1%	60.1%
40 or older	22.1%	20.8%	57.1%
Total	16.3%	33.4%	50.4%

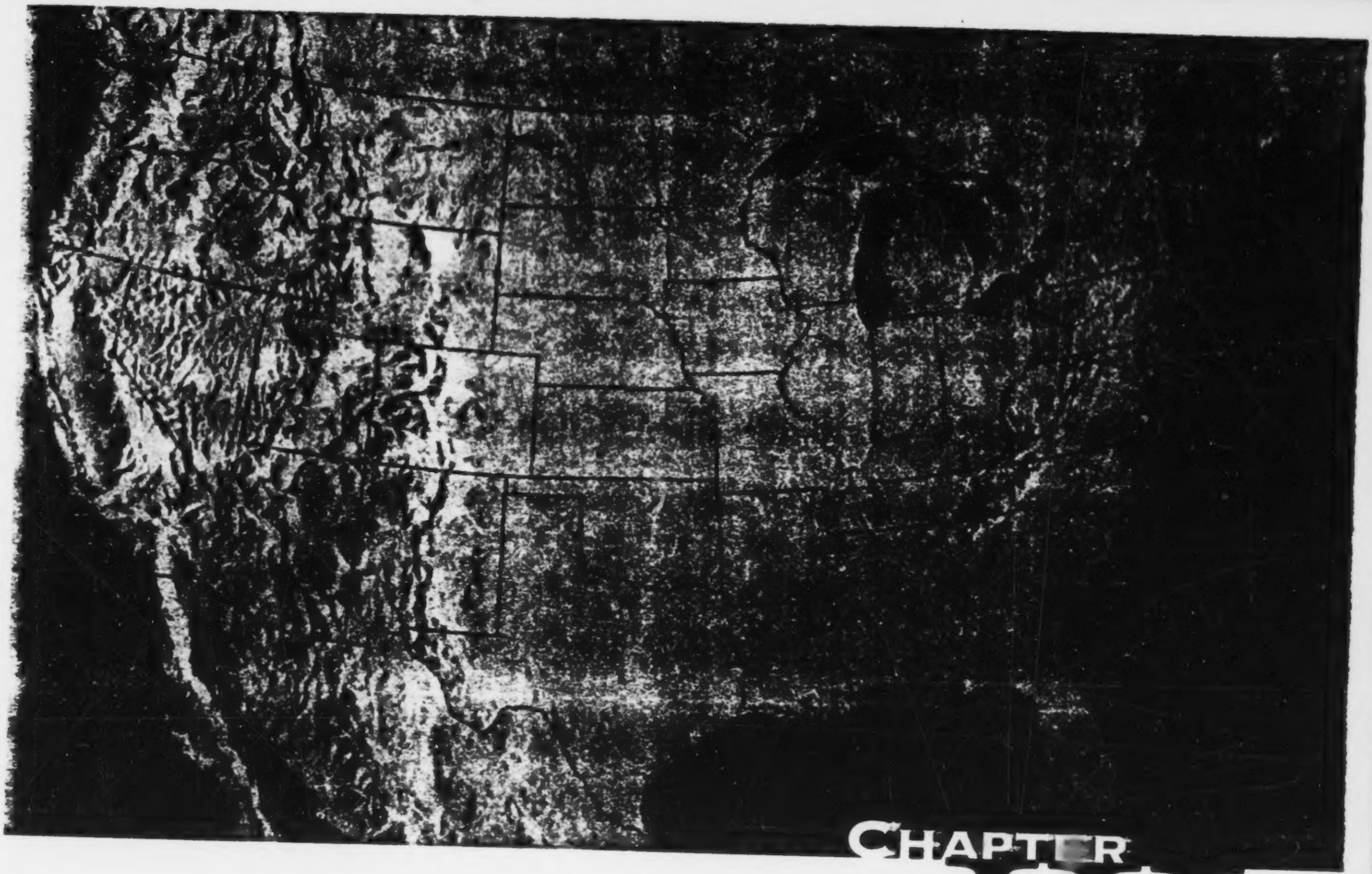
- 50 percent of all community college students work full time.
- More than 80 percent of community college students work either full time or part time.

- 30 percent of community college students who work full time attend classes full time. Among students aged 30 to 39, the rate climbs to 41 percent.

FIGURE 2.6 ■ EMPLOYMENT STATUS OF COMMUNITY COLLEGE STUDENTS BY ENROLLMENT STATUS: 1995–96

■ Source: National Center for Education Statistics 1999h





CHAPTER III

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THE COMMUNITY COLLEGE IMPACT

THE COMMUNITY COLLEGE IMPACT

Consumers of higher education, like other consumers, look for good value. Community college students want to learn things that will have a positive effect on their lives. They want college to be nearby, with convenient class schedules and low cost. Legislators want measurements of effectiveness. Employers want workers with analytical and technical skills. Taxpayers want to make sure their money is well spent.

Community colleges exist to help people attain their personal goals through education. In their course offerings and services, community colleges try to accommodate a broad range of aspirations. It is this breadth of programming and the variety of students' goals that make it difficult to accurately quantify community colleges' performance. Unlike four-year colleges, where attainment of a bachelor's degree is the implicit goal of all who enroll, community college students do not share a common goal beyond self-improvement.

Community colleges offer a variety of credit and noncredit programs in occupations that the Bureau of Labor Statistics predicts will be in demand early into the next decade. These include computer technologies, healthcare services and management, and public relations. Overall, the number of occupations requiring an associate degree is expected to increase by more than 20 percent through 2006.

Completion of a program, particularly in fields where there are job openings, is a key variable in determining the economic impact of a community college education, according to W. Norton Grubb of the University of California, Berkeley. Grubb found that community colleges and non-baccalaureate postsecondary institutions "do allow individuals to advance into 'better' jobs." Those who complete associate degrees and certificates are more likely to move into higher-status managerial and professional positions with higher earnings. Grubb (1998) also notes that the additional benefits of a four-year degree are sometimes small. "English majors from four-year colleges earn less than technicians or health professionals with associate degrees."

To ensure that students reap the benefits of their investment of time and money, many colleges are enhancing academic advising to help students match their goals with appropriate courses. Colleges are reexamining their offerings, including noncredit courses, and, where needed, are reconfiguring courses so they count toward degrees.

AACC periodically surveys colleges about "hot" programs. These are programs from which graduates are hired before or immediately after graduation, such as nursing, computer technology, auto technology, and law enforcement. According to a 1997 survey, hot program graduates earned an average starting salary of $25,500, about 15 percent more than the hot program starting salaries reported in 1994. The 1997 survey found particularly strong growth in the number of information technology programs community colleges offer and in the entry-level salaries of those who complete these courses of study.

Although the statistics about the economic benefits to individuals are encouraging, the issue of what society gains from supporting higher education continues to fuel many legislative budget debates. Victor Ukpolo and Thomas F. Dernburg, working for the Tennessee Board of Regents, tackled this nagging question and came to the conclusion that higher education yields significant returns to students, to the state, and to society.

Ukpolo and Dernburg reported, using 1993 as the base year, that for every dollar Tennessee invests in higher education, society can expect an average real return of $9.30. The cost-benefit ratio to society for a two-year associate degree is even higher at $10.52. These gains are much higher than the profits that could be expected from alternative investments such as U.S. treasury notes or corporate AAA bonds. "Public investment in human capital clearly pays ample real financial dividends both to the educated individual and to society as a whole," Ukpolo and Dernburg wrote of their findings in the *Journal of Business and Economic Perspectives*.

Ukpolo and Dernburg's analysis found that the state recovers the cost of its subsidy to higher education in sales taxes alone. This happens as more highly educated people earn more money and increase their spending, which yields more in sales taxes. In Tennessee, a man with an associate degree earns about $127,144 more during his lifetime than a man with a high school diploma alone. On average nationally, a graduate with an associate degree can expect to earn $250,000 more than a person whose highest level of educational attainment is a high school diploma.

Still, evaluating community colleges solely on the basis of associate degrees and certificates granted or on the number of students transferring to four-year colleges misses major aspects of community colleges' endeavors. Such narrow measures overlook the powerful changes that occur when an immigrant masters English as a second language at a community college or when impoverished people get training that frees them from public assistance programs. Traditional measures may not consider the importance of businesses getting new customers because their workers, retrained at a community college, can handle complicated new technology.

Success at community colleges must be broadly defined to include not just

- **Community college graduates—those who leave college with associate degrees—earn 24 percent more than persons whose highest level of educational attainment is a high school diploma.**
- **Community colleges award nearly 500,000 associate degrees and 200,000 certificates annually.**
- **Of students who began their college careers in the 1989–90 academic year, more than one-third earned a degree or certificate within five years; another 15 percent were still enrolled at a postsecondary institution after five years.**
- **Some community colleges—most notably independent ones—are transforming themselves into four-year institutions that offer baccalaureate degrees.**

those who attain associate degrees—more than 450,000 in 1996–97—and those who earn certificates—nearly 170,000 in 1996–97—but also the millions who take noncredit and workforce training classes. Assessments must consider whether those who attend community colleges are able to improve themselves. Ideally, measures of success would also consider whether community colleges and their graduates make positive contributions to society.

Educators have long relied on heartwarming true stories to illustrate community colleges' successes. A young Marine veteran leads the student government at Bronx Community College while he works full time and takes classes for his associate degree. A single mother uses her aviation technology degree from Tarrant Junior College to create a stable economic life for herself and her child. A Native American woman who began at Pike's Peak Community College unprepared, on welfare, and with a child to support, went on to earn a doctorate in environmental toxicology and teach at a university even as she continues to lead outreach efforts to enhance the lives of Native American children.

Although the definitive measure of educational quality and success evolves, community colleges allow students from all walks of life to work toward and attain the goals they have set.

TABLE 3.1 ■ HIGHEST LEVEL OF EDUCATIONAL ATTAINMENT OF U.S. POPULATION AGED 24 OR OLDER BY RACE/ETHNICITY AND GENDER: 1990

■ Source: U.S. Bureau of the Census 1994

	White Non-Hispanic			
Level of School Attainment	Male	Female	Total	Percent Attained
No high school	4,783,795	5,349,514	10,133,309	8.0%
Some h.s., no degree	7,394,021	8,834,508	16,228,529	12.9%
High school degree[1]	17,087,354	22,434,508	39,521,862	31.4%
Some college, no degree	11,697,534	12,587,768	24,285,302	19.3%
Occupational program	1,893,963	2,392,632	4,286,595	3.4%
Academic program	1,641,954	2,056,521	3,698,475	2.9%
Associate degree	3,535,917	4,449,153	7,985,070	6.3%
Bachelor's degree	9,449,880	8,452,135	17,902,015	14.2%
Master's degree	3,404,604	3,039,111	6,443,715	0.5%
Professional degree	1,665,789	711,806	2,377,595	1.9%
Doctorate	771,748	249,503	1,021,251	0.8%
Total persons 24 or older	59,790,642	66,108,006	125,898,648	100.0%

	Asian or Pacific Islander			
No high school	199,455	358,439	557,894	12.9%
Some h.s., no degree	176,196	235,312	411,508	9.5%
High school degree[1]	334,508	464,698	799,206	18.5%
Some college, no degree	317,895	316,915	634,810	14.7%
Occupational program	81,004	88,196	169,200	3.9%
Academic program	72,394	92,715	165,109	3.8%
Associate degree	153,398	180,911	334,309	7.7%
Bachelor's degree	462,352	515,986	978,338	22.7%
Master's degree	225,276	139,879	365,155	8.5%
Professional degree	91,066	52,911	143,977	3.3%
Doctorate	73,545	17,624	91,169	2.1%
Total persons 24 or older	2,033,691	2,282,675	4,316,366	100.0%

- **Nearly 25 percent of the U.S. population aged 24 or older has not attained a high school diploma. For Hispanic residents, the number is closer to 45 percent.**
- **About 20 percent of the U.S. population aged 24 or older has attained a bachelor's degree or higher.**

	African American				American Indian, Eskimo, or Aleut			
Level of School Attainment	**Male**	**Female**	**Total**	**Percent Attained**	**Male**	**Female**	**Total**	**Percent Attained**
No high school	1,085,420	1,064,567	2,149,987	12.9%	73,246	77,968	151,214	14.0%
Some h.s., no degree	1,749,515	2,131,892	3,881,407	23.4%	103,760	117,140	220,900	20.5%
High school degree[1]	2,121,573	2,559,021	4,680,594	28.2%	150,050	163,733	313,783	29.1%
Some college, no degree	1,363,055	1,738,237	3,101,292	18.7%	105,659	118,641	224,300	20.8%
Occupational program	190,879	284,688	475,567	2.9%	19,355	21,071	40,426	3.7%
Academic program	170,698	239,853	410,551	2.5%	12,869	15,626	28,495	2.6%
Associate degree	361,577	524,541	886,118	5.3%	32,224	36,697	68,921	6.4%
Bachelor's degree	544,083	717,007	1,261,090	7.6%	32,851	32,661	65,512	6.1%
Master's degree	189,070	296,503	485,573	2.9%	12,561	11,565	24,126	2.2%
Professional degree	57,028	50,116	107,144	0.6%	3,971	3,104	7,075	0.7%
Doctorate	32,106	19,465	51,571	0.3%	2,596	1,194	3,790	0.4%
Total persons 24 or older	7,503,427	9,101,349	16,604,776	100.0%	516,918	562,703	1,079,621	100.0%
	Hispanic Origin				U.S. Population			
No high school	1,695,222	1,750,690	3,445,912	33.7%	7,793,921	8,708,290	16,502,211	10.4%
Some h.s., no degree	102,884	1,085,425	1,188,309	11.6%	10,481,130	12,360,377	22,841,507	14.4%
High school degree[1]	1,144,346	1,275,286	2,419,632	23.7%	20,792,157	26,850,606	47,642,763	30.0%
Some college, no degree	808,424	794,048	1,602,472	15.7%	14,259,662	15,520,115	29,779,777	18.7%
Occupational program	132,888	140,882	273,770	2.7%	2,312,330	2,920,672	5,233,002	3.3%
Academic program	128,636	140,303	268,939	2.6%	2,020,418	2,538,505	4,558,923	2.9%
Associate degree	261,524	281,185	542,709	5.3%	4,332,748	5,459,177	9,791,925	6.2%
Bachelor's degree	341,586	316,611	658,197	6.4%	10,816,801	10,015,766	20,832,567	13.1%
Master's degree	111,192	98,201	209,393	2.0%	3,939,414	3,581,055	7,520,469	4.7%
Professional degree	78,669	42,677	121,346	1.2%	1,893,792	857,999	2,751,791	1.7%
Doctorate	25,427	13,396	38,823	0.4%	904,640	300,786	1,205,426	0.8%
Total persons 24 or older	4,569,274	5,657,519	10,226,793	100.0%	75,214,265	83,645,171	158,859,436	100.0%

[1] Includes GED or high school equivalency.

- Between 1992 and 1998, the number of persons 25 or older with an associate degree as their highest level of education increased by 36 percent. As a percentage of total population, this category increased by 26 percent.

TABLE 3.2 ■ HIGHEST EDUCATIONAL ATTAINMENT OF PERSONS AGED 25 OR OLDER: 1992 TO 1998 (IN THOUSANDS)

■ Source: U.S. Bureau of the Census 1998a and 1999

Highest Level of Education	Year							Percent Change 1992–1998
	1992	1993	1994	1995	1996	1997	1998	
Number of Persons Aged 25 or Older								
None	998	1,010	1,012	1,005	966	916	844	-15.4%
Elementary 1-4	2,451	2,370	2,144	2,069	2,061	1,924	1,990	-18.8%
Elementary 5-6	3,526	3,484	3,622	3,620	3,479	3,548	3,614	2.5%
Elementary 7-8	8,463	8,263	7,737	7,253	7,116	6,929	6,334	-25.2%
High school grade 9	4,219	3,967	3,986	3,965	4,133	4,026	3,902	-7.5%
High school grade 10	6,135	5,724	5,860	5,667	5,808	5,605	5,297	-13.7%
High school grade 11	7,318	7,376	7,079	6,934	7,161	7,580	7,577	3.5%
High school graduate/GED	57,864	57,589	58,516	56,450	56,559	57,586	58,714	1.5%
Some college, no degree	26,044	27,095	28,554	29,355	29,540	29,367	29,638	13.8%
Associate degree	9,479	10,356	11,460	11,894	12,171	12,407	12,868	35.8%
Occupational program	5,128	5,962	6,327	6,384	6,495	6,527	6,767	32.0%
Academic program	4,351	4,394	5,133	5,510	5,676	5,880	6,101	40.2%
Bachelor's degree	22,766	23,619	2,456	25,313	26,540	27,357	28,305	24.3%
Master's degree	8,176	8,310	8,398	8,817	9,101	9,132	9,232	12.9%
Professional school degree	2,126	2,236	2,267	2,428	2,416	2,447	2,568	20.8%
Doctorate	1,272	1,425	1,623	1,668	1,611	1,761	1,868	46.9%
Total persons 25 or older[1]	160,868	162,826	164,512	166,438	168,323	170,581	172,751	7.4%
Percentage of Persons Aged 25 or Older								
None	0.6%	0.6%	0.6%	0.6%	0.6%	0.5%	0.5%	-21.2%
Elementary 1-4	1.5%	1.5%	1.3%	1.2%	1.2%	1.1%	1.2%	-24.4%
Elementary 5-6	2.2%	2.1%	2.2%	2.2%	2.1%	2.1%	2.1%	-4.6%
Elementary 7-8	5.3%	5.1%	4.7%	4.4%	4.2%	4.1%	3.7%	-30.3%
High school grade 9	2.6%	2.4%	2.4%	2.4%	2.5%	2.4%	2.3%	-13.9%
High school grade 10	3.8%	3.5%	3.6%	3.4%	3.5%	3.3%	3.1%	-19.6%
High school grade 11	4.5%	4.5%	4.3%	4.2%	4.3%	4.4%	4.4%	-3.6%
High school graduate/GED	36.0%	35.4%	35.6%	33.9%	33.6%	33.8%	34.0%	-5.5%
Some college, no degree	16.2%	16.6%	17.4%	17.6%	17.5%	17.2%	17.2%	6.0%
Associate degree	5.9%	6.4%	7.0%	7.1%	7.2%	7.3%	7.4%	26.4%
Occupational program	3.2%	3.7%	3.8%	3.8%	3.9%	3.8%	3.9%	22.9%
Academic program	2.7%	2.7%	3.1%	3.3%	3.4%	3.4%	3.5%	30.6%
Bachelor's degree	14.2%	14.5%	1.5%	15.2%	15.8%	16.0%	16.4%	15.8%
Master's degree	5.1%	5.1%	5.1%	5.3%	5.4%	5.4%	5.3%	5.1%
Professional degree	1.3%	1.4%	1.4%	1.5%	1.4%	1.4%	1.5%	12.5%
Doctorate	0.8%	0.9%	1.0%	1.0%	1.0%	1.0%	1.1%	36.8%
Total persons 25 or older	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%

1. Details may not equal totals due to rounding.

TABLE 3.3 ■ MEAN EARNINGS BY EDUCATIONAL ATTAINMENT AND SELECTED INDIVIDUAL CHARACTERISTICS: 1997

■ Source: U.S. Bureau of the Census 1998b

Highest Level of Educational Attainment	Male	Female	White	African American	Hispanic Origin	All Population
Not a high school graduate	$19,575	$10,725	$16,596	$13,185	$15,069	$16,124
High school graduate	$28,307	$16,906	$23,618	$18,980	$19,558	$22,895
Some college/associate degree	$32,641	$19,856	$26,906	$22,899	$22,001	$26,235
Bachelor's degree	$50,056	$30,119	$41,439	$32,062	$33,465	$40,478
Advanced degree	$78,032	$42,744	$65,058	$42,791	$58,571	$63,229

TABLE 3.4 ■ MEAN EARNINGS BY EDUCATIONAL ATTAINMENT IN CURRENT AND CONSTANT DOLLARS: 1975–1997

■ Source: U.S. Bureau of the Census 1999

Highest Level of Educational Attainment	1975	1980	1985	1990	1995	1996	1997	Percent Change 1975–1997
Current Dollars								
Not a high school graduate	$6,198	$8,845	$10,726	$12,582	$14,013	$15,011	$16,124	160.1%
High school graduate	$7,843	$11,314	$14,457	$17,820	$21,431	$22,154	$22,895	191.9%
Some college/associate degree	$8,388	$12,409	$16,349	$20,694	$23,862	$25,181	$26,235	212.8%
Bachelor's degree	$12,332	$18,075	$24,877	$31,112	$36,980	$38,112	$40,478	228.2%
Advanced degree	$16,725	$23,308	$32,909	$41,458	$56,667	$61,317	$63,229	278.1%
All	$8,552	$12,665	$17,181	$21,793	$26,792	$28,106	$29,514	245.1%
Constant 1997 Dollars								
Not a high school graduate	$18,490	$17,228	$15,999	$15,451	$14,758	$15,355	$16,124	-12.8%
High school graduate	$23,398	$22,038	$21,565	$21,883	$22,570	$22,662	$22,895	-2.1%
Some college/associate degree	$25,024	$24,170	$24,387	$25,412	$25,130	$25,759	$26,235	4.8%
Bachelor's degree	$36,790	$35,207	$37,107	$38,206	$38,945	$38,986	$40,478	10.0%
Advanced degree	$49,895	$45,400	$49,088	$50,911	$59,679	$62,724	$63,229	26.7%
All	$25,513	$24,669	$25,628	$26,762	$28,216	$28,751	$29,514	15.7%

FIGURE 3.1 ■ ASSOCIATE DEGREES CONFERRED BY HIGHER EDUCATION INSTITUTIONS: 1981–1997

■ Source: National Center for Education Statistics 1999b

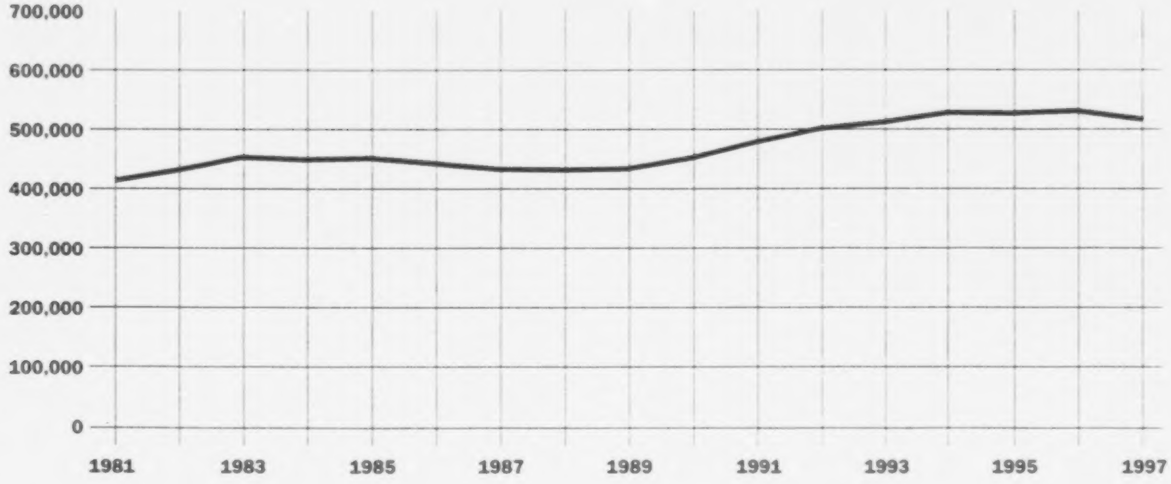

TABLE 3.5 ■ HIGHER EDUCATION CERTIFICATES AND DEGREES CONFERRED BY STATE AND TYPE OF DEGREE: 1996–97

■ Source: National Center for Education Statistics 1999c

State	Sub-Baccalaureate Certificates	Associate Degrees	Bachelor's Degrees	Master's Degrees	Doctoral and Professional Degrees
Alabama	4,588	19,121	20,578	7,470	1,685
Alaska	209	865	1,473	516	20
Arizona	6,678	6,942	17,046	6,481	1,225
Arkansas	4,080	2,810	9,214	2,199	618
California	49,240	64,993	105,058	34,091	11,384
Colorado	4,544	5,441	20,476	7,610	1,719
Connecticut	876	4,691	13,652	6,949	1,622
Delaware	661	962	4,149	1,177	557
District of Columbia	626	369	7,229	7,253	3,060
Florida	24,113	41,011	46,411	15,987	4,490
Georgia	11,928	9,063	27,392	9,655	3,419
Hawaii	500	2,813	4,751	1,684	314
Idaho	986	4,155	4,499	1,057	258
Illinois	11,893	25,494	51,654	25,061	6,686
Indiana	2,179	8,089	30,237	7,591	2,566
Iowa	3,304	8,584	17,916	3,328	2,335
Kansas	13,044	7,017	14,296	4,671	1,052
Kentucky	1,816	5,825	14,689	4,553	1,617
Louisiana	7,126	3,434	17,507	5,515	2,180
Maine	454	2,094	5,565	1,033	264
Maryland	1,574	7,902	21,316	9,872	2,207
Massachusetts	3,684	11,713	40,275	23,817	5,609
Michigan	4,149	21,768	44,180	16,754	3,487
Minnesota	9,393	8,420	22,593	6,495	2,212
Mississippi	2,199	5,757	10,244	3,241	784
Missouri	3,185	7,636	27,717	11,183	2,917
Montana	349	1,297	4,752	861	168

- **Community colleges confer almost all of the half-million associate degrees awarded each year.**

State	Sub-Baccalaureate Certificates	Associate Degrees	Bachelor's Degrees	Master's Degrees	Doctoral and Professional Degrees
Nebraska	1,574	3,150	9,859	2,395	1,158
Nevada	259	1,432	3,671	1,023	136
New Hampshire	435	3,081	7,186	2,389	198
New Jersey	3,503	12,950	24,653	8,359	2,607
New Mexico	1,296	3,463	6,324	2,577	454
New York	3,622	48,952	94,444	45,270	9,084
North Carolina	11,981	15,618	34,143	8,181	2,858
North Dakota	620	1,799	4,627	703	278
Ohio	7,536	18,402	48,482	16,648	5,560
Oklahoma	30,628	6,489	14,764	3,920	1,252
Oregon	1,517	5,385	13,111	4,035	1,499
Pennsylvania	11,280	14,800	62,364	19,908	6,043
Rhode Island	184	3,767	8,319	1,909	491
South Carolina	4,287	5,855	15,177	4,593	1,081
South Dakota	294	1,475	4,230	1,027	251
Tennessee	5,429	6,415	20,540	6,851	2,132
Texas	16,800	24,500	71,367	22,860	7,541
Utah	11,217	6,276	15,718	3,186	779
Vermont	167	1,241	4,299	1,166	142
Virginia	4,593	10,396	30,827	11,168	3,012
Washington	6,886	18,240	22,802	7,140	1,672
West Virginia	591	2,562	8,148	2,234	500
Wisconsin	8,847	8,702	27,405	6,510	1,914
Wyoming	323	1,695	1,652	393	147
Outlying Territories	340	2,781	14,003	1,867	644
Total	307,587	517,692	1,172,984	412,416	115,888

76

TABLE 3.6 ■ COMMUNITY COLLEGE CERTIFICATES AND DEGREES CONFERRED BY MAJOR FIELD OF STUDY: 1996–97

■ **Source: National Center for Education Statistics 1999c**

	Certificates				Associate Degrees	
Field of Study	**Total**	**<1 Year**	**1–2 Years**	**>2 Years**		
Health professions and related sciences	23,401	30,585	2,673	56,659	Liberal/general studies and humanities	167,448
Business management and admin. services	8,230	14,727	1,219	24,176	Health professions and related sciences	76,848
Mechanics and repairers	3,961	8,583	2,344	14,888	Business management and admin. services	71,766
Protective services	10,000	3,138	369	13,507	Engineering-related technologies	20,208
Precision production trades	2,849	5,282	1,355	9,486	Protective services	17,445
Vocational home economics	3,599	3,577	419	7,595	Mechanics and repairers	9,747
Personal and miscellaneous services	1,518	5,015	211	6,744	Education	9,687
Engineering-related technologies	1,705	3,705	793	6,203	Visual and performing arts	8,757
Construction trades	1,930	2,871	743	5,544	Multi/interdisciplinary studies	8,246
Transportation and material moving workers	4,278	610	47	4,935	Computer and information sciences	7,701
Computer and information sciences	1,506	1,723	194	3,423	Vocational home economics	7,152
Marketing opers./marketing and distribution	1,870	904	254	3,028	Precision production trades	6,123
Agricultural business and production	1,214	984	292	2,490	Law and legal studies	6,121
Liberal/general studies and humanities	1,070	340	31	1,441	Marketing opers./marketing and distribution	4,721
Law and legal studies	291	1,062	80	1,433	Public administration and services	3,895
Visual and performing arts	243	666	351	1,260	Social sciences and history	3,678
Education	313	620	69	1,002	Agricultural business and production	3,537
Public administration and services	320	286	45	651	Personal and miscellaneous services	2,470
Communications technologies	122	172	44	338	Biological sciences/live sciences	2,046
Multi/interdisciplinary studies	233	68	1	302	Engineering	1,659
Home economics	121	161	2	284	Physical sciences	1,658
Communications	132	68	52	252	Communications technologies	1,615
Parks, recreation, leisure and fitness	101	127	0	228	Communications	1,519
Conservation and renew. natural resources	41	135	0	176	Construction trades	1,510
Library science	98	52	17	167	Psychology	1,440
English language and literature/letters	126	21	0	147	English language and literature/letters	1,401
Science technologies	78	53	6	137	Conservation and renew. natural resources	1,246
Engineering	25	33	0	58	Transportation & material moving workers	1,160
Agricultural sciences	7	40	6	53	Home economics	895
Foreign languages and literature	0	26	13	39	Parks, recreation, leisure & fitness	852

- The majority of associate degrees awarded are in general education/liberal arts, while certificates are mostly awarded for occupationally specific training.
- In the 1996–97 academic year, community colleges awarded more than 76,000 associate degrees in allied health fields, training a significant number of employees serving the nation's healthcare needs.

	Certificates				Associate Degrees	
Field of Study	Total	<1 Year	1–2 Years	>2 Years		
Social sciences and history	3	26	0	29	Mathematics	765
Biological sciences/live sciences	2	25	0	27	Science technologies	743
Physical sciences	0	24	0	24	Agricultural sciences	688
Architecture and related programs	4	11	1	16	Military technologies	554
Psychology	0	14	0	14	Foreign languages and literature	484
Area, ethnic, and cultural studies	0	11	0	11	Architecture and related programs	252
Mathematics	9	0	0	9	Undesignated field	219
Military technologies	0	0	0	0	Library science	124
Philosophy and religion	0	0	0	0	Area, ethnic, and cultural studies	75
Theological studies/religious vocations	0	0	0	0	Philosophy and religion	42
Undesignated field	0	0	0	0	Theological studies/religious vocations	7
Total	69,400	85,745	11,631	166,776	Total	456,508

FIGURE 3.2 ■ COMMUNITY COLLEGE ASSOCIATE DEGREES CONFERRED BY RACE/ETHNICITY: 1996–97

■ Source: National Center for Education Statistics 1999c

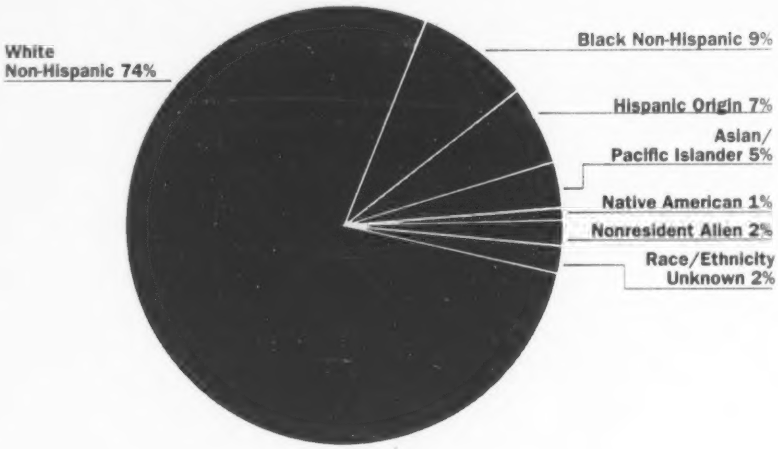

TABLE 3.7 ■ COMMUNITY COLLEGE DEGREES AND CERTIFICATES CONFERRED BY RACE/ETHNICITY AND GENDER: 1996–97

■ Source: National Center for Education Statistics 1999c

	Black Non-Hispanic	Native American	Asian/ Pacific Islander	Hispanic Origin	White Non-Hispanic	Race/Ethnicity Unknown	Nonresident Alien	Total
Associate Degrees								
Male	13,659	1,705	8,841	12,670	130,030	3,653	3,741	174,299
Female	27,873	3,367	12,281	20,657	207,553	5,253	5,224	282,208
Total	41,532	5,072	21,122	33,327	337,583	8,906	8,965	456,507
Certificates								
Male	8,255	1,237	3,609	6,426	49,934	1,829	965	72,255
Female	13,431	1,383	3,987	7,257	65,089	1,975	1,396	94,518
Total	21,686	2,620	7,596	13,683	115,023	3,804	2,361	166,773

TABLE 3.8 ■ PERCENTAGE OF 1989–90 BEGINNING POSTSECONDARY STUDENTS WHO TRANSFERRED OR ATTENDED MORE THAN ONE INSTITUTION AS OF SPRING 1994 BY TYPE OF INSTITUTION FIRST ATTENDED

■ Source: Berkner et al.
1996

Level of First Institution	Transferred before First Degree	Transferred before or after First Degree	Attended More Than One Institution[1]
Four-year colleges	28.1%	28.3%	47.1%
Community colleges	32.3%	42.5%	47.4%
Less-than-2-year colleges	13.5%	24.5%	26.4%
Total	28.8%	34.8%	45.4%

1. Includes transfer as well as simultaneous enrollment at two institutions, enrollment in summer school, and temporary enrollment followed by a return to the first institution.

TABLE 3.9 ■ COMMUNITY COLLEGE TRANSFER RATE[1]—TRANSFER ASSEMBLY RESULTS: 1984 TO 1990

■ Source: Center for the
Study of Community Colleges
1996

Year Entered College	1984	1985	1986	1987	1988	1989	1990
Percentage earning 12 credits or more	50.5%	46.7%	46.7%	46.9%	45.5%	44.1%	47.1%
Percentage transferring within four years	23.7%	23.6%	23.4%	22.6%	22.1%	21.5%	21.8%

1. *Transfer student* is defined as a student who earned 12 or more credits at the community college and earned at least one credit at a four-year institution within four years.

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TABLE 3.10 ■ ATTAINMENT, PERSISTENCE, AND ENROLLMENT STATUS OF FIRST-TIME 1989–90 COMMUNITY COLLEGE STUDENTS IN 1994

■ Source: Berkner et al. 1996

				1994 Attainment at Any Institution[2]									
				Attained									
	Attainment at First Institution[1]				Certificate		Associate			No Degree			
	None[3]	Certificate	Associate	Total	Not Enrolled at 4-year	Enrolled at 4-year	Not Enrolled at 4-year	Enrolled at 4-year	Bachelor's	Total	Enrolled Less than 4-year	Enrolled 4-year	Not Enrolled
Total	77.8%	5.0%	17.2%	36.7%	12.3%	0.6%	13.5%	4.0%	6.3%	14.7%	9.6%	5.1%	48.6%
Age as of December 31, 1989													
18 or younger	71.6%	2.6%	25.9%	47.4%	8.0%	1.4%	19.7%	6.4%	11.9%	14.9%	7.5%	7.4%	37.7%
19	79.5%	5.8%	14.7%	31.9%	12.7%	0.0%	13.2%	3.9%	2.2%	20.8%	12.7%	8.1%	47.3%
20 to 29	83.1%	6.5%	10.4%	27.3%	16.4%	0.0%	6.5%	1.8%	2.5%	13.0%	11.2%	1.6%	59.8%
30 or older	86.0%	8.9%	5.1%	25.7%	18.2%	0.0%	6.3%	0.6%	0.6%	9.2%	9.2%	0.0%	65.1%
Enrollment Status First Term													
Full-time	68.7%	5.4%	25.9%	45.7%	10.3%	1.0%	17.5%	6.0%	11.0%	11.7%	5.7%	6.0%	42.7%
At least half, less than full-time	84.9%	2.8%	12.3%	28.3%	10.9%	0.6%	13.2%	1.8%	1.8%	22.8%	17.0%	5.8%	48.9%
Less than half-time	87.7%	6.6%	5.8%	27.1%	16.9%	0.0%	6.7%	0.6%	2.2%	13.0%	9.3%	3.7%	59.9%
First Transfer													
Did not transfer	78.7%	7.7%	13.5%	23.1%	8.9%	N/A	14.1%	N/A	N/A	10.1%	10.1%	N/A	66.8%
Transferred to less than 4-year	93.8%	2.2%	4.0%	47.2%	32.8%	0.0%	13.8%	0.6%	0.6%	16.3%	16.3%	0.0%	36.6%
Transferred to 4-year	61.2%	0.7%	38.1%	59.5%	0.6%	2.8%	12.3%	25.6%	25.6%	25.9%	2.8%	23.2%	14.5%
Average number of months enrolled at first institution	14.2	15.5	28.3	20.4	11.9	—[4]	25.6	22.5	22.5	24.8	27.3	20.2	11.4

[1] For students who earned more than one award at the first institution, the first they earned.

[2] Highest degree attained at any institution. Students who attained may also be enrolled.

[3] Did not attain any formal award at first institution by 1994.

[4] Too few sample observations for a reliable estimate.

- **Between 1994 and 1997, the average annual salary for a graduate with a telecommunications degree increased by more than $8,000, an increase of almost 40 percent.**

TABLE 3.11 ■ AACC HOT PROGRAMS[1] SURVEY— PROGRAMS WITH EXCELLENT JOB PROSPECTS: 1994 AND 1997

■ Source: Kienzl and Woods 1998

1994			
Program Name	**Average Salary**	**Program Name**	**Average Salary**
Dental hygiene	$29,560	Law enforcement/human service	$20,550
Nuclear medicine tech.	$26,625	Mental health	$20,250
Registered nurse	$26,611	Graphic arts	$19,944
Physical therapy assistant	$25,699	Special services (drug/alcohol/job counseling)	$19,920
Aviation maintenance	$25,108	Refrigeration/A-C/heating	$19,818
Robotics/automated manufacturing	$25,033	Medical lab tech.	$19,750
Surveying	$25,000	Cardiovascular tech.	$19,587
Respiratory therapy tech.	$24,956	Culinary arts	$19,368
Manufacturing process tech.	$24,940	Licensed practical nurse	$19,287
Interpreter	$24,000	Accounting	$19,250
Industrial tech.	$24,000	Agri-business	$19,167
Biomedical tech.	$23,861	Architectural tech.	$18,965
Hazardous wastes	$23,667	Fashion merchandising	$18,913
Tractor-trailer/truck driving	$23,000	Welding	$18,778
Occupational therapist assistant	$22,970	Multimedia tech.	$18,500
Radiology tech.	$22,901	Drafting and design	$18,285
Fire science	$22,750	Computer applications	$18,275
Engineering (civil mechanical)	$22,739	Allied health (unspecified)	$17,406
Instrumentation	$22,600	Chemical tech.	$17,000
Emergency medical services/tech.	$21,999	Supervisor/leadership training/admin. office	$16,866
Electronics tech./electronic engineering tech.	$21,904	Veterinary tech.	$16,258
Aviation/pilot programs	$21,667	Quality tech.	$15,250
Industrial maintenance/repair	$21,340	Business (and related fields)	$15,150
Paralegal	$21,322	Early childhood development	$15,058
Hospitality management/tourism	$21,100		
Telecommunications/information specialists	$21,000		
Environmental	$20,936		
Computer tech./computer information systems	$20,862		
Machinist/machine tool tech.	$20,810		
Computer assisted design	$20,794		
Automotive	$20,597	Total	$21,539

- **Changes in the "hot programs" cited by colleges reflect the changing nature of America's workforce. For example, fields relating to information technology were in greater demand in 1997 than in 1994.**

1997			
Program Name	**Average Salary**	**Program Name**	**Average Salary**
Digital systems	$35,000	Architectural tech.	$24,500
Facilities tech./maintenance	$32,000	Machinist/machine tool tech.	$24,320
Dental hygiene	$31,750	Electronics tech./electrical engineering	$24,255
Manufacturing process tech.	$30,675	Graphic arts	$23,320
Telecommunications/interactive; information specialists	$29,267	Law enforcement/criminal justice/human services	$23,282
Registered nurse	$28,777	Construction/carpentry	$23,000
Personal computer certificate	$28,775	Business	$22,833
Computer science	$28,400	Biomedical tech.	$22,750
Computer programming	$28,066	Computer applications/software	$22,605
Multimedia tech.	$27,666	Hospitality management/tourism	$22,500
Occupational therapist assistant	$27,624	Refrigeration/AC/heating	$22,416
Physical therapist assistant	$27,564	Supervisor/leadership training/office admin.	$22,345
Robotics/automated manufacturing	$27,500	Golf course supervision	$22,333
Fuel tech.	$27,000	Culinary arts	$22,200
Computer assisted design	$26,891	Aviation/pilot program	$22,166
Respiratory therapy	$26,877	Environmental	$22,134
Tractor-trailer/truck driving	$26,750	Agri-business	$22,000
Engineering (civil, mechanical)	$26,432	Health information tech.	$21,800
Radiology tech.	$26,090	Special services (drug/alcohol/job counseling)	$21,000
Chemical tech.	$26,000	Data management and processing	$20,395
Industrial maintenance/repair	$26,000	Paralegal	$19,700
Industrial tech.	$25,714	Licensed practical nursing	$19,647
Emergency medical services/tech.	$25,571	Accounting	$19,220
Vacuum tech.	$25,500	Drafting and design	$24,800
Aviation maintenance	$25,000	Fire science	$19,000
Interpretation	$25,000	Medical assistant	$18,833
Therapeutic massage	$25,000	Medical lab tech.	$17,795
Surveying	$25,000	Allied health	$17,737
Computer tech./computer information systems	$24,990	Veterinary tech.	$16,258
Automotive	$24,925	Early childhood development	$17,387
Drafting and design	$24,800	Total	$25,262

1. Based on college administrators' impression of what programs were "hot" at their college and reported starting salaries of graduates.

- 15.5 percent of bachelor's degree recipients in 1994 began postsecondary education in a public community college; 20.6 percent of bachelor's degree recipients certified to teach began at a public community college.

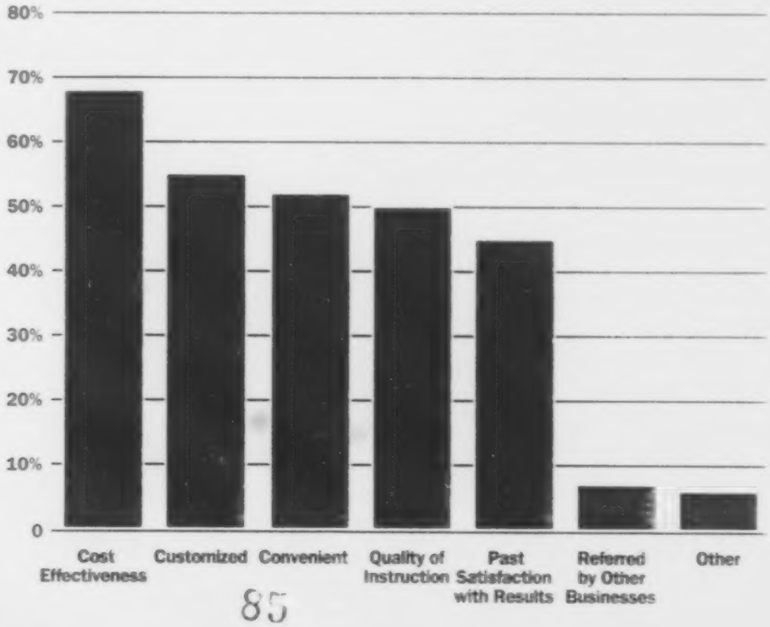
TABLE 3.12 ■ PERCENTAGE OF RECENT BACCALAUREATE RECIPIENTS WITH VARIOUS TEACHING INTENTIONS BY TYPE OF POSTSECONDARY INSTITUTION FIRST ATTENDED: 1994

■ Source: National Center for Education Statistics 1999a

	Institution First Attended (More than 3 Months)						
	Public 4-Year	Independent Not-for-Profit 4-Year	Independent For-Profit 4-Year	Public 2-Year	Independent Not-for-Profit 2-Year	Independent For-Profit 2-Year	Less than 2-Year
All Baccalaureate Recipients	54.9%	27.8%	0.6%	15.5%	0.8%	0.2%	0.2%
Certified to teach	56.4%	21.7%	0.1%	20.6%	1.1%	0.0%	0.2%
Expects to be teaching in long term	56.4%	23.7%	0.2%	18.8%	0.9%	0.1%	0.0%
Expects to be teaching in 2 years	56.2%	23.8%	0.1%	18.7%	0.9%	0.2%	0.0%
Currently teaching	56.8%	24.2%	0.1%	17.5%	1.2%	0.0%	0.1%
Teaching job full-time or part-time							
Full-time	56.8%	24.0%	0.1%	18.3%	0.8%	0.0%	0.0%
Part-time	48.7%	31.6%	0.0%	17.3%	1.5%	0.0%	0.9%

FIGURE 3.3 ■ REASONS EMPLOYERS CHOOSE COMMUNITY COLLEGES FOR WORKFORCE EDUCATION TRAINING

■ Source: Ziess et al. 1997



- **Community colleges consistently receive high ratings for training employees for business and industry.**

FIGURE 3.4 ■ EMPLOYERS WHO WOULD RECOMMEND COMMUNITY COLLEGES FOR WORKFORCE TRAINING

■ Source: Ziess et al. 1997

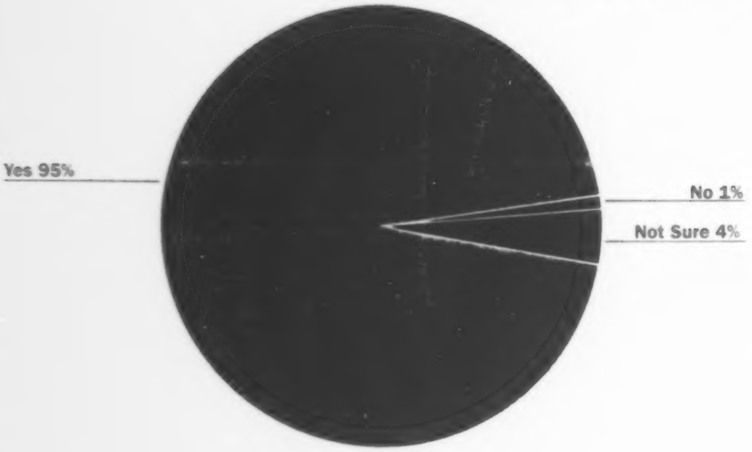
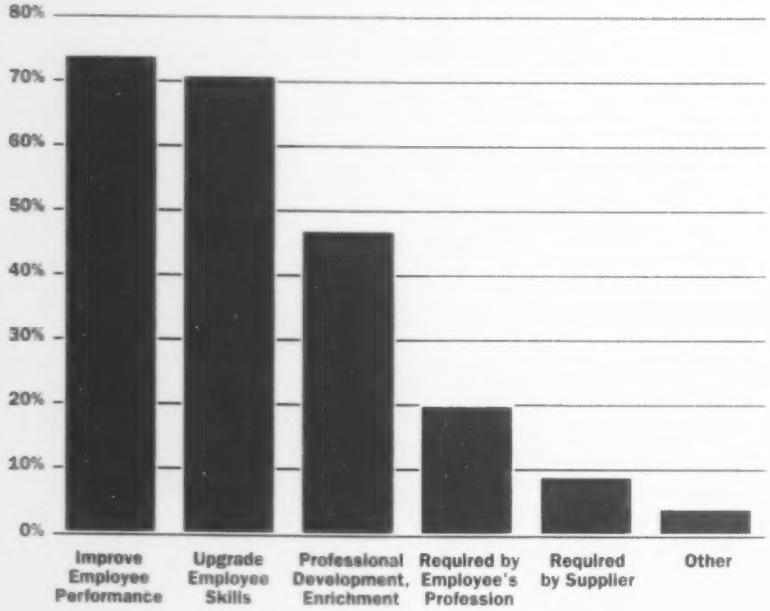


FIGURE 3.5 ■ WORKFORCE TRAINING GOALS IDENTIFIED BY EMPLOYERS

■ Source: Ziess et al. 1997



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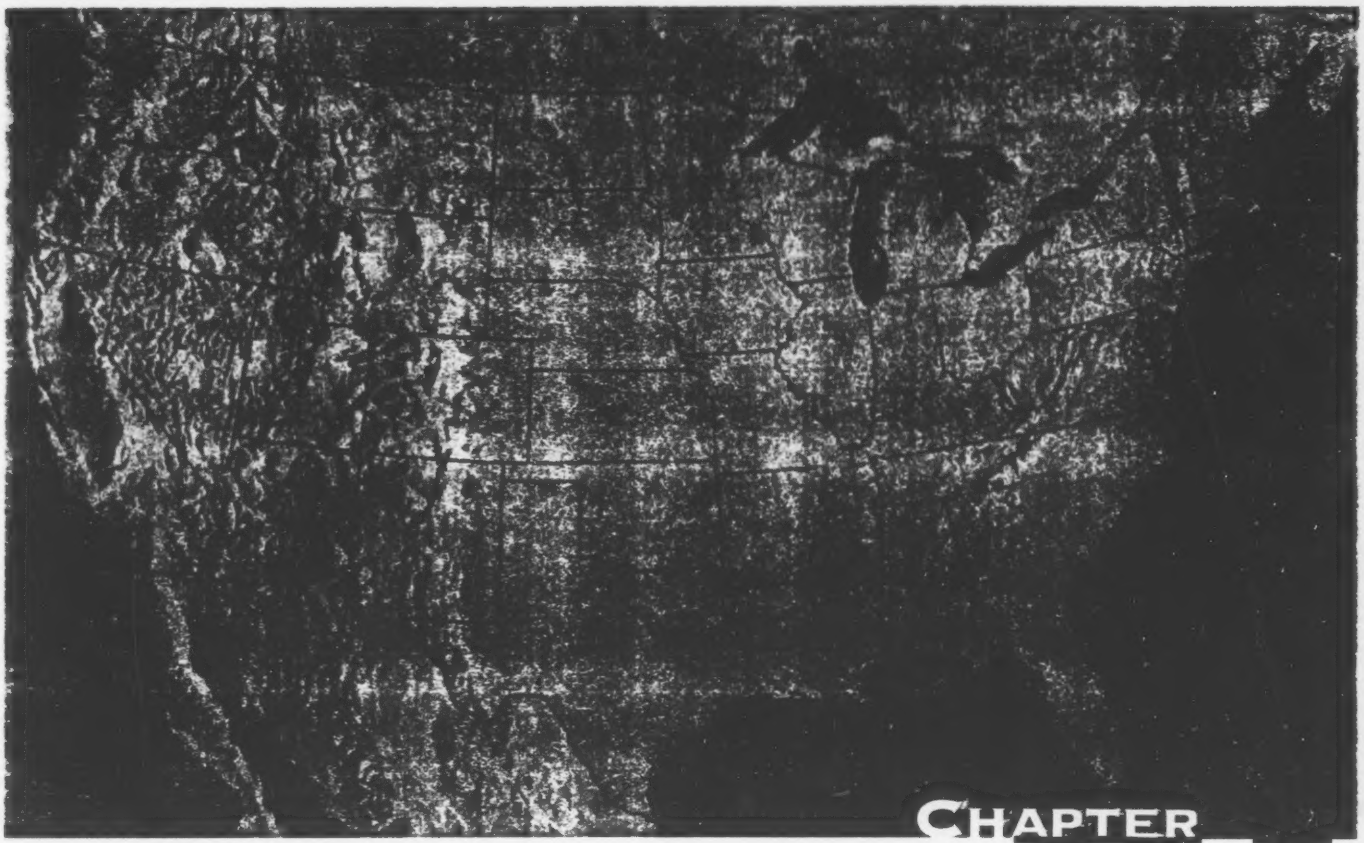

CHAPTER IV

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COMMUNITY COLLEGE STAFF AND SERVICES

COMMUNITY COLLEGE STAFF AND SERVICES

Community colleges are in the midst of a transition brought about by numerous retirements among administrators and faculty members. Many of the people retiring have been working at community colleges since the expansion of institutions during the 1960s. Personal and professional history is lost when someone retires, but the potential for new energy and insight balances some of the losses.

Many colleges are using the opportunity to create more inclusive staffs, and increasingly women and members of minorities are being selected to fill leadership positions. Nationally, roughly one-third of all community college presidents hired during the 1997–98 school year were women. Women make up about 18 percent of community college chief executives overall.

Although compensation for community college presidents still lags behind those for top administrators of four-year institutions, in recent years the gap between salaries for full-time community college faculty members and those of their counterparts at four-year institutions has narrowed. This not only benefits faculty members personally but has helped community colleges stabilize their full-time teaching staffs. On the other hand, the trend toward pay increases has prompted many community colleges to hire more adjunct faculty, who are paid considerably less than tenured or tenure-tracked associates.

Adjunct instructors have long been part of community college staffs for reasons beyond economics. People are typically hired for adjunct positions because they possess technical skills and knowledge that are beneficial to students. Their expertise and workplace experience helps keep curricula fresh. Because part-time instructors typically have other income sources, the lower pay they accept as secondary income helps community colleges balance their budgets.

The way adjunct instructors are

hired—on a per-course, per-semester basis—presents some problems, however. Many are hired just weeks or days before classes begin, which makes lesson planning difficult. Though many are experts in their field, they may not be trained as educators and sometimes have difficulty conveying their knowledge. Not all community colleges give the appropriate pedagogical assistance needed for adjunct instructors to improve their teaching techniques.

At many colleges, the full-time and part-time staffs have little contact with each other. Students of part-time instructors are sometimes at a disadvantage because adjunct instructors may not be as accessible as full-time faculty. Adjuncts also may not have administrative or student-advising responsibilities; these tasks are left to a shrinking number of full-time faculty members. Finding the proper balance of full-time and part-time faculty members is an ongoing challenge at most community colleges.

Community colleges, like most other educational endeavors in the United States, rely heavily on the traditional format of instructors lecturing to students. But as research on learning styles increases, along with the popularity of distance education, faculty members are encouraged to adjust their teaching methods to the various learning styles of their students. In addition, they are asked to reconsider what they call success. For example, one requirement for community college faculty is shifting from certifying that a student has spent the requisite number of hours in class and passed written tests, to facilitating learning and having students demonstrate their understanding of the information and mastery of the skills taught in the course. The push for measurements of competencies comes mainly from employers who want people who can perform the skills they need in the workplace and from legislators who hold the colleges responsible for students' performance.

Technology presents a challenge for some faculty members, and it presents challenges for the college in determining equitable faculty pay. Faculty salaries often are based on the amount of time instructors spend face-to-face with students. As more instruction occurs in computer labs and over the Internet, some modification of this structure is expected. With the advent of Internet courses, administrators and faculty grapple with questions about who owns courses and whether faculty members who develop courses deserve compensation when the courses are re-transmitted to other institutions and to individuals outside the community college district. New technologies also create the potential for instruction tasks to be divided. The course developer may not be the person who checks electronically submitted assignments or who answers students' questions by e-mail. Determining reasonable compensation for these jobs, which do not easily fit collective bargaining agreements, proves to be an issue at many colleges.

Community colleges must work to attract and retain technology experts, who may have the potential to earn more money from industry. The battle for computer instructors and others with technological expertise is similar to the intense competition community colleges have long experienced when recruiting tradesmen and others whose skills are in high demand.

Community colleges seek to build more than the intellectual capital of their enrolled students. Community colleges also endeavor to build their communities and the sense of community among those residing in the geographic areas they serve.

As a complement to their large variety of courses, many community colleges provide services that make them a resource for area residents as well as for students. Local theater companies or visiting lecturers may be allowed to use the community college auditoriums. At urban campuses, particularly, colleges often allot space for services ranging from AIDS prevention to senior citizen lunches. In rural areas, community colleges help drive economic development. The colleges reach out to high school and middle school students with special programs that bring teenagers onto campus. The goal is to get young people thinking about college and preparing for college when they select their high school courses.

Childcare services at many campuses make it simpler for students with children to attend classes and to study. Three community colleges in the City University of New York system have taken this concept a step further with Family Colleges that provide preschool and primary grade classes to students' children at campus facilities.

In addition, the educational and social services available at community colleges have made them favorite launching pads for welfare reform efforts aimed at getting public assistance recipients working. Many colleges offer specific job training, work skills workshops, job placement, and follow-up counseling for welfare recipients, along with basic skills and English-as-a-second-language courses.

Community colleges have excelled in providing support services to individuals with disabilities. In addition to assessments and counseling, many community colleges provide tutors and special learning materials to disabled students. Some colleges assist disabled students with housing and transportation.

Through constant evolution and ever-changing technologies and student needs, community colleges' overriding goal remains to provide up-to-date, quality education and services to a varied public.

- **Community colleges employed nearly 500,000 faculty and staff in the 1997–98 academic year.**

TABLE 4.1 ■ EMPLOYEES AT POSTSECONDARY INSTITUTIONS BY OCCUPATIONAL ACTIVITY, EMPLOYMENT STATUS, AND TYPE OF INSTITUTION: 1997–98

■ Source: National Center for Education Statistics 1999e

	Community Colleges		Four-Year Colleges		All Colleges
	Public	Independent	Public	Independent	
Full-Time Staff					
Professional					
Faculty	92,532	2,576	295,468	152,165	543,033
Executive/administrators	19,884	989	59,438	55,863	136,275
Other professionals	29,279	1,336	237,064	109,736	377,608
Total professional	141,695	4,901	591,970	317,764	1,056,916
Nonprofessional					
Technical/paraprofessionals	21,506	339	79,464	35,675	137,022
Clerical/secretarial	44,904	940	178,584	103,689	328,203
Skilled craftsmen	5,115	133	39,561	14,680	59,503
Service/maintenance	21,223	715	100,202	51,650	173,808
Total nonprofessional	**92,748**	**2,127**	**397,811**	**205,694**	**698,536**
Total full-time staff	**234,443**	**7,028**	**989,781**	**523,458**	**1,755,452**
Part-Time Staff					
Professional					
Faculty	176,489	2,080	105,572	105,956	390,180
Executive/administrators	1,611	46	2,057	2,600	6,315
Instructors/research assistants	3,489	25	180,856	34,788	219,262
Other professionals	9,964	255	45,845	21,679	77,748
Total professional	191,553	2,406	334,330	165,023	693,505
Nonprofessional					
Technical/paraprofessionals	13,188	121	22,949	8,048	144,307
Clerical/secretarial	27,331	317	41,886	25,188	94,729
Skilled craftsmen	1,238	23	1,330	813	3,404
Service/maintenance	8,490	290	19,306	13,117	41,206
Total nonprofessional	50,247	751	85,471	47,166	183,646
Total part-time staff	244,569	3,157	419,801	212,189	879,920

	Community Colleges		Four-Year Colleges		All Colleges
	Public	Independent	Public	Independent	
Part-Time and Full-Time Staff					
Professional					
Faculty	269,021	4,656	401,040	258,121	933,213
Executive/administrators	21,495	1,035	61,495	58,463	142,590
Instructors/research assistants	3,489	25	180.856	34,788	219,262
Other professionals	39,243	1,591	282,909	131,415	455,356
Total professional	333,248	7,307	926,300	482,787	1,750,421
Nonprofessional					
Technical/paraprofessionals	34,694	460	102,413	43,723	181,329
Clerical/secretarial	72,235	1,257	220,470	128,877	422,932
Skilled craftsmen	6,353	156	40,891	15,493	62,907
Service/maintenance	29,713	1,005	119,508	64,767	215,014
Total nonprofessional	142,995	2,878	483,282	252,860	882,182
Total staff	479,012	10,185	1,409,582	735,647	2,635,372
Percent Full-Time					
Professional					
Faculty	34.4%	55.3%	73.7%	59.0%	58.2%
Executive/administrators	92.5%	95.6%	96.7%	95.6%	95.6%
Instructors/research assistants	0.0%	0.0%	0.0%	0.0%	0.0%
Other professionals	74.6%	84.0%	83.8%	83.5%	82.9%
Total professional	42.5%	67.1%	63.9%	65.8%	60.4%
Nonprofessional					
Technical/paraprofessionals	62.0%	73.7%	77.6%	81.6%	75.6%
Clerical/secretarial	62.2%	74.8%	81.0%	80.5%	77.6%
Skilled craftsmen	80.5%	85.3%	96.7%	94.8%	94.6%
Service/maintenance	71.4%	71.1%	83.8%	79.7%	80.8%
Total nonprofessional	64.9%	73.9%	82.3%	81.3%	79.2%
All staff	48.9%	69.0%	70.2%	71.2%	66.6%

- Public community colleges have about 18 FTE students per FTE faculty member. At independent community colleges, the ratio is 10 to 1.

TABLE 4.2 ■ FULL-TIME AND PART-TIME PROFESSIONAL STAFF AND STUDENT-TO-STAFF RATIO BY TYPE OF COMMUNITY COLLEGE: 1997

■ Source: National Center
for Education Statistics 1999e

	Full-Time	Part-Time	Total	FTE Staff[1]	FTE Student-to-FTE Staff Ratio[2]
Public Community Colleges					
Executive/administrative/managerial	19,884	1,611	21,495	20,420	150
Faculty (instruction/research)	92,532	176,489	269,021	165,381	18
Instruction/research assistants	NA	3,489	3,489	1,589	1,921
Professional (support/service)	29,279	9,964	39,243	29,279	104
All professional staff	141,695	191,553	333,248	216,669	14
Independent Community Colleges					
Executive/administrative/managerial	989	46	1,035	1,010	72
Faculty (instruction/research)	6,701	2,080	8,781	7,394	10
Instruction/research assistants	NA	25	25	10	7,092
Professional (support/service)	1,336	255	1,591	1,452	50
All professional staff	9,026	2,406	11,432	9,866	7
All Community Colleges					
Executive/administrative/managerial	20,873	1,657	22,530	21,636	144
Faculty (instruction/research)	99,233	178,569	277,802	158,687	20
Instruction/research assistants	NA	3,514	3,514	1,450	2,155
Professional (support/service)	30,615	10,219	40,834	35,268	89
All professional staff	150,721	193,959	344,680	217,041	14

1. FTE staff is based on NCES formula.

2. FTE students (fall 1997) / FTE staff.

- **Average salaries for top administrative officials are lower at public community colleges than at four-year colleges.**

TABLE 4.3 ■ MEDIAN SALARIES FOR TOP ADMINISTRATIVE OFFICIALS AT COMMUNITY COLLEGES: 1993–94 TO 1995–96

■ Source: Creal et al. 1996

	Median Salary					
	Community Colleges			Comparison 1995–96		
Title	1993–94	1994–95	1995–96	4-Year General Baccalaureate	4-Year Comprehensive	Doctorate-Granting Institutions
CEO for system	$97,553	$98,789	$107,652	—[1]	$110,000	$176,390
CEO for single institution	$88,398	$91,203	$94,932	$114,682	$117,768	$163,250
Executive vice president	$74,616	$77,475	$79,123	$70,051	$89,805	$141,914
Chief academic officer	$67,669	$68,884	$71,284	$77,913	$91,518	$132,510
Chief student affairs officer	$58,930	$60,933	$63,768	$61,008	$76,000	$102,918
Chief development officer	$51,022	$51,327	$55,549	$71,430	$76,000	$107,000
Chief business officer	$63,648	$66,437	$69,264	$74,923	$87,984	$117,000
Chief administrative officer	$64,896	$65,136	$64,262	$71,455	$80,978	$108,300
Chief financial officer	$56,685	$57,784	$54,122	$61,130	$74,082	$95,098

1. No information provided for this category.

- The community college presidency is becoming more diverse, with more women and minority members obtaining presidencies.

TABLE 4.4 ■ MEDIAN SALARIES FOR TOP ADMINISTRATIVE OFFICIALS AT COMMUNITY COLLEGES BY GENDER AND MINORITY STATUS: 1995–96

■ Source: Creal et al. 1996

Title	Male	Female	Minority	Nonminority	Median
CEO for system	$110,192	$96.500	$133,636	$105,227	$107,652
CEO for single institution	$96,000	$80,000	$69,000	$94,932	$94,932
Executive vice president	$82,000	$61,199	—[1]	$79,123	$79,123
Chief academic officer	$71,202	$72,921	$77,974	$71,217	$71,284
Chief student affairs officer	$63,795	$64,180	$64,942	$63,522	$63,768
Chief development officer	$57,789	$51,041	$77,323	$53,964	$55,549
Chief business officer	$70,300	$59,750	$69,454	$69,140	$69,264
Chief administrative officer	$65,975	$56,890	—[1]	$64,262	$64,262
Chief financial officer	$62,650	$51,870	$68,187	$56,507	$54,122

1. No information provided for this category.

TABLE 4.5 ■ CHARACTERISTICS OF COMMUNITY COLLEGE PRESIDENTS: 1991 AND 1996

■ Source: Vaughan and Weisman 1998

	1991	1996
Gender		
Male	89%	82%
Female	11%	18%
Race/Ethnicity		
Minority	11%	14%
Caucasian	89%	86%
Number of years in current position		
1–5 years		47%
6–10 years		13%
11–15 years		13%
16 or more years		27%
Average		7.5
Longest		31

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TABLE 4.6 ■ CONTRACTS FOR COMMUNITY COLLEGE PRESIDENTS: 1995

■ Source: Wolin 1996

Contract Parameter	Percentage of Respondents
Contract Status N=617	
No formal contract	24.3%
Percent without a contract who reported it was a problem	18.7%
Formal contract, no separation clause	41.8%
Formal contract, with separation clause	33.9%
Percent of separation-clause contracts that provide separation for cause	77.3%
Percent of separation-clause contracts that provide separation without cause	48.1%
Contract Length N=488	
One year	21.9%
Two years	10.2%
Three years	42.8%
Four years	10.5%
Five years	6.6%
Other	8.0%
Frequency of Renewal N=418	
Every year	73.9%
One to three years	9.3%
Greater than three years	16.7%

- Two-thirds of faculty at public community colleges are part-time employees.
- Three-fourths of faculty at independent community colleges are full-time employees.

FIGURE 4.1 ■ EMPLOYMENT STATUS OF FACULTY AT PUBLIC COMMUNITY COLLEGES: 1997

■ Source: National Center for Education Statistics 1999e

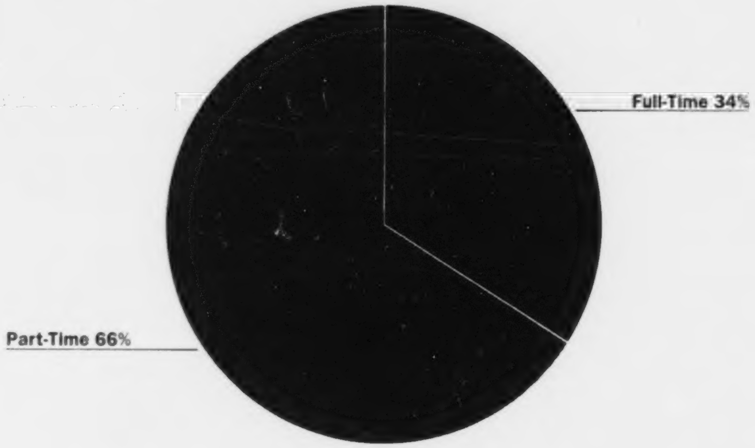
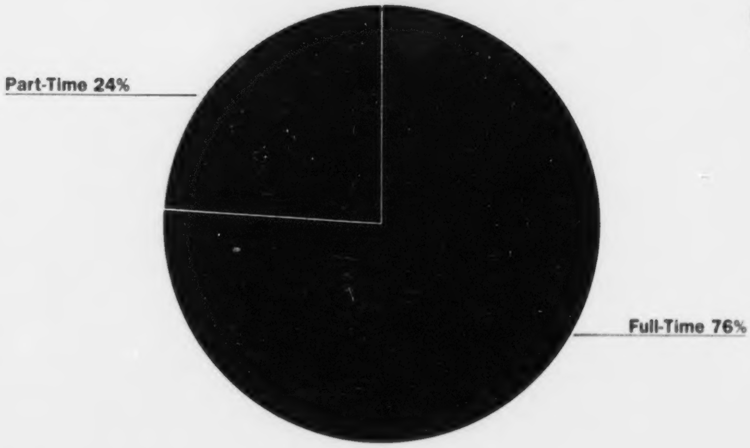


FIGURE 4.2 ■ EMPLOYMENT STATUS OF FACULTY AT INDEPENDENT COMMUNITY COLLEGES: 1997

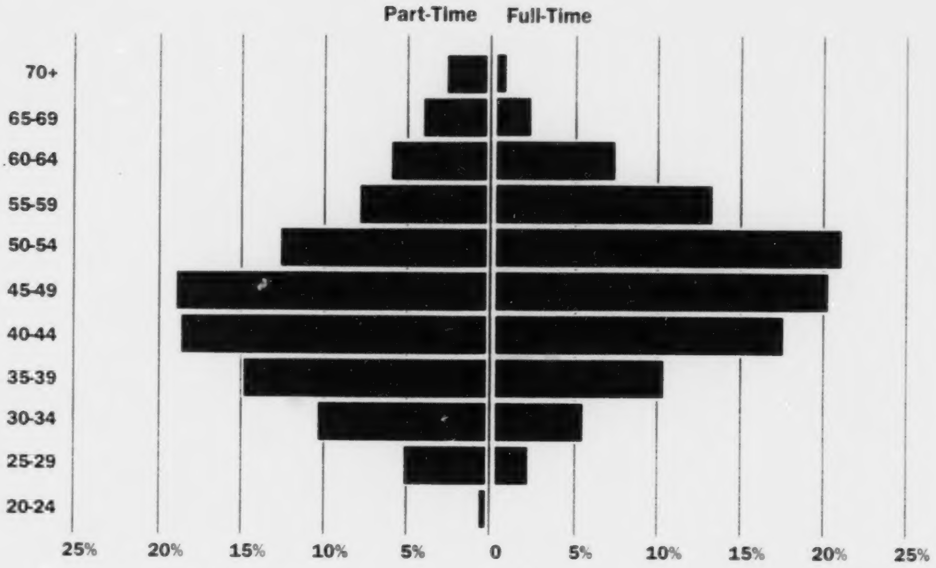
■ Source: National Center for Education Statistics 1999e



■ Part-time faculty members at public community colleges tend to be younger than their full-time counterparts.

FIGURE 4.3 ■ AGE DISTRIBUTION OF PART-TIME AND FULL-TIME FACULTY AT COMMUNITY COLLEGES: 1993

■ Source: National Center for Education Statistics 1999i



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- About 51 percent of full-time public community college faculty are tenured, while another 35 percent are not in a system with tenure available or are not on a tenure track. Only about 14 percent of full-time faculty at public community colleges are on a tenure track and do not have tenure.

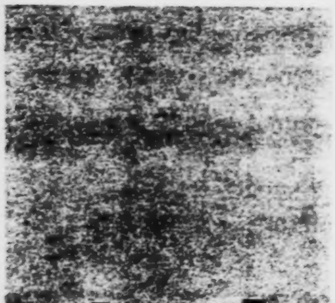


TABLE 4.7 ■ CHARACTERISTICS OF FACULTY AT COMMUNITY COLLEGES: 1993

■ Source: National Center for Education Statistics, 1999i

Faculty Information	Employment Status Part-Time	Employment Status Full-Time
Highest Degree Attained		
Ph.D.	7.5%	16.0%
1st professional	4.3%	2.2%
Master's	55.0%	65.1%
Bachelor's	24.8%	11.9%
Less than bachelor's	8.7%	4.8%
Academic Rank		
Full professor	4.0%	17.3%
Associate professor	2.2%	11.6%
Assistant professor	1.9%	11.1%
Instructor	77.0%	40.1%
Lecturer	5.0%	0.4%
Other ranks/no rank	9.8%	19.6%
Tenure Status		
No tenure system	52.6%	28.8%
Not tenure track	44.0%	5.8%
Tenure track	1.2%	14.1%
Tenured	2.1%	51.2%
Mobility and Retirement within 3 Years		
Very likely to leave/retire	39.0%	22.8%
Very likely to retire	6.7%	9.6%
Very likely to leave for full-time job	27.4%	11.5%
Very likely to leave for part-time job	16.0%	6.1%
Time Allocations[1]		
Teaching	66.9%	67.9%
Administration	4.9%	12.7%
Service activities	10.4%	6.4%
Professional development	5.3%	6.0%
Research	4.2%	4.7%
Consulting	8.2%	2.4%

	Employment Status	
Faculty Information	**Part-Time**	**Full-Time**
Workload[2]		
Hours worked per week	30.4	46.6
Regular scheduled office hours	3.0	9.2
Informal contact hours	1.9	4.8
Total number of classes taught	2.0	3.9
Number of students taught per term	41	96
Monthly Salary		
Months of appointment	7.5	10.0
Monthly salary from primary institution	$1,450	$4,232
Monthly salary from outside sources	$2,484	$329
Total monthly salary	$3,935	$4,561

1. At all places of employment.
2. At primary institution.

- Welfare-to-work programs are more likely to be offered at larger institutions, but they are also more likely to be offered at rural institutions than at suburban or urban locations.

TABLE 4.8 ■ PERCENTAGE OF COMMUNITY COLLEGES[1] OFFERING WELFARE-TO-WORK PROGRAMS BY SELECTED INSTITUTIONAL CHARACTERISTICS: 1998

■ Source: Kienzl 1999

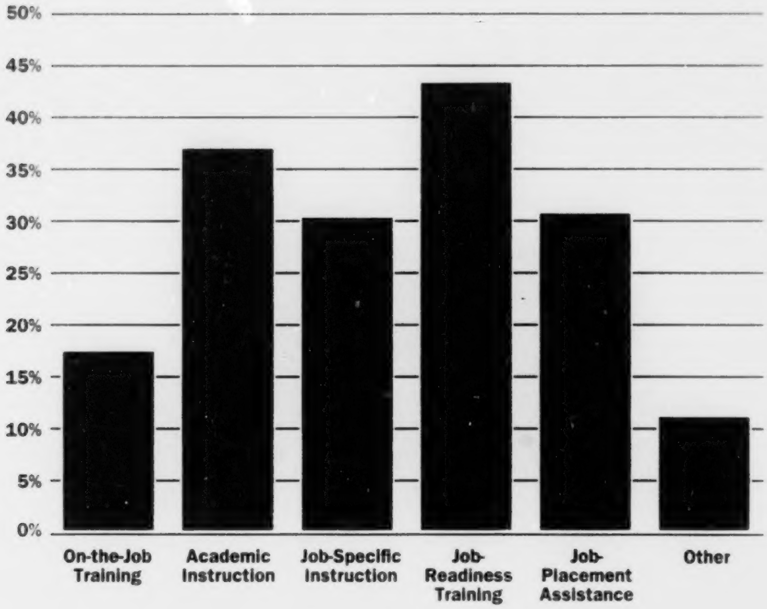
Institutional Characteristic	Have Welfare-to-Work Program
Enrollment	
Fewer than 2,500 students	43.5%
2,501 to 5,000 students	44.1%
5,001 to 7,500 students	67.3%
More than 7,500 students	70.0%
Location	
Rural	61.2%
Suburban	53.8%
Urban	44.0%

1. Colleges responding to survey.

- **Community college welfare-to-work training emphasizes job-readiness skills as well as academic preparation.**

FIGURE 4.4 ■ PERCENTAGE OF COMMUNITY COLLEGES[1] OFFERING SELECTED WELFARE-TO-WORK EDUCATION PROGRAMS: 1998

■ Source: Kienzl 1999



1. Colleges responding to survey.

104

- **Most community college welfare-to-work training programs prepare trainees for entry-level jobs in the service industry or administrative-support occupations.**

TABLE 4.9 ■ DISTRIBUTION OF COMMUNITY COLLEGE WELFARE-TO-WORK STUDENTS ENTERING THE WORKFORCE (1998) AND ALL U.S. WORKFORCE (1996) BY TYPE OF OCCUPATION

■ Source: Kienzl 1999

Occupation	Welfare-to-Work Students Entering Workforce, 1998	All U.S. Workforce, 1996
Executive, administrative, and managerial occupations	0.2%	10.2%
Professional specialty occupations	11.8%	13.7%
Technicians and related support occupations	3.8%	3.5%
Marketing and sales occupations	7.3%	11.1%
Administrative support occupations (including clerical)	25.3%	18.1%
Service occupations	41.1%	16.1%
Agriculture, forestry, fishing, and related occupations	0.7%	2.9%
Precision production, craft, and repair occupations	6.0%	10.9%
Operators, fabricators, and laborers	3.9%	13.5%

- **The majority of community colleges are involved in some form of international education programs.**

TABLE 4.10 ■ PERCENTAGE OF COMMUNITY COLLEGE SURVEY RESPONDENTS INVOLVED IN INTERNATIONAL EDUCATION PROGRAMS: 1996

■ Source: Chase and Mahoney 1996

Program	Percentage
Study Abroad / Exchange Opportunities	**48.7%**
Faculty exchange	25.8%
Faculty study abroad	18.1%
Student exchange	19.3%
Student study abroad	35.5%
International Curricula	**79.4%**
International distance learning	6.4%
Internationalizing curricula	40.4%
English as a second language	62.9%
Foreign language curricula	63.9%
International Community Activities	**43.0%**
International study tours	24.0%
Community international celebrations	31.3%
Community foreign policy forums	94.0%
Campus-Based International Activities	**22.6%**
International business centers	9.8%
International meeting sponsorship	6.5%
International training–local business	17.0%
International Business Activities	**27.1%**
International consultation	11.6%
Project management abroad	3.7%
International contract training	12.4%
International meeting attendance	18.1%

- **Most community college international programs have been in existence for more than five years.**

FIGURE 4.5 ■ AGE OF COMMUNITY COLLEGE INTERNATIONAL PROGRAMS: 1996

■ Source: Chase and Mahoney 1996

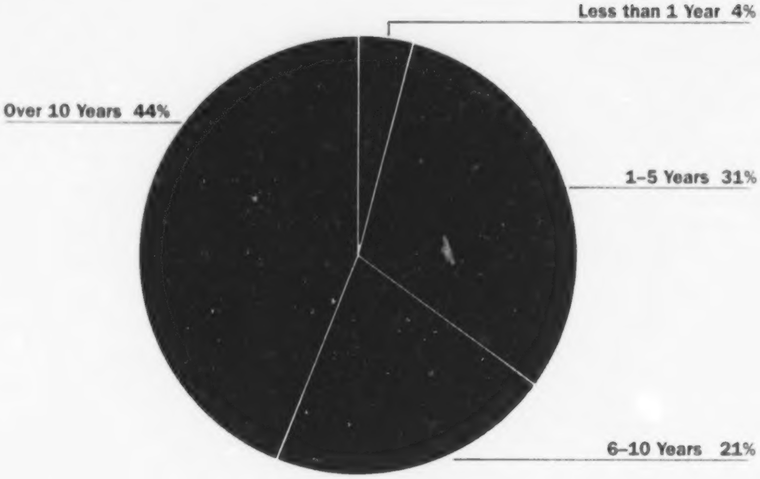


TABLE 4.11 ■ COUNTRIES COMMUNITY COLLEGES REPORT WORKING WITH: 1996

■ Source: Chase and Mahoney 1996

Country	Number of Respondents
Japan	133
United Kingdom	131
Mexico	98
People's Republic of China	80
Germany	78
France	73
Russia	69
South Korea	56
Canada	47
Spain	38

TABLE 4.12 ■ COMMUNITY COLLEGES' WITH THE LARGEST INTERNATIONAL STUDENT AND IMMIGRANT ENROLLMENT: 1996

■ Source: Chase and Mahoney 1996

College	State	Total International Enrollment
Miami-Dade Community College	Florida	19,595
Glendale Community College	Arizona	15,450
Northern Virginia Community College	Virginia	10,247
Montgomery College	Maryland	7,834
Los Angeles Valley College	California	7,615
Los Rios Community College District	California	6,503
South Seattle Community College	Washington	3,023
Houston Community College System	Texas	5,723
LaGuardia Community College	New York	5,580
Peralta Community College District	California	5,423

1. Colleges responding to survey with international/immigrant enrollment figures.

- **Service is in the mission statement of 71 percent of community colleges, and service learning is practiced at nearly one-third of the colleges.**

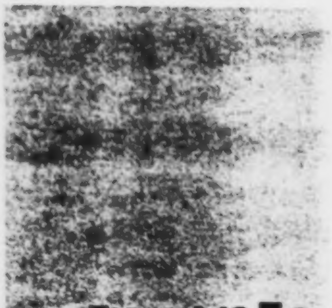


TABLE 4.13 ■ SERVICE LEARNING AT COMMUNITY COLLEGES: 1995

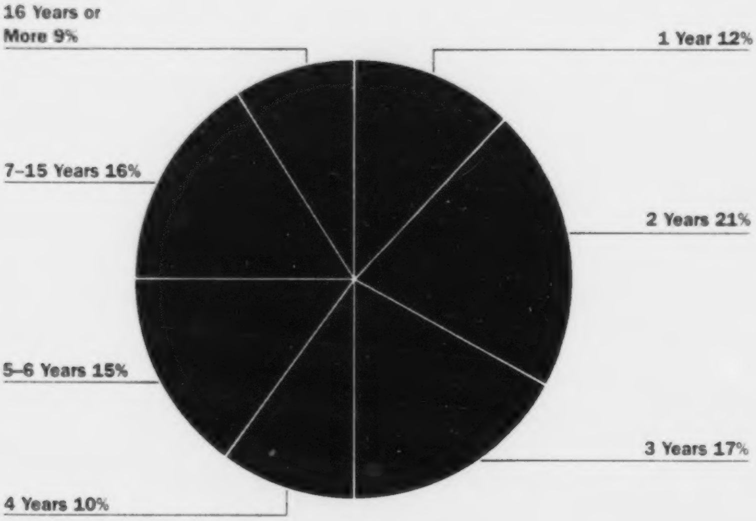
■ Source: Robinson and Barnett 1996

Interest in Service Learning	
Have service learning	31%
Interested but do not offer	46%
Not interested	23%
Service in College Mission	
Part of mission statement	71%
Not part of mission statement	29%
Faculty Teaching Service Learning [1]	
1–5 faculty	71%
6–10 faculty	14%
11–20 faculty	9%
21–30 faculty	2%
31 or more faculty	4%
Typical Student Hours per Month [1]	
1–4 hours	29%
5–10 hours	44%
11–15 hours	12%
More than 16 hours	15%

1. For those colleges offering service learning.

FIGURE 4.6 ■ AGE OF SERVICE LEARNING PROGRAMS: 1995

■ Source: Robinson and Barnett 1996



- 87 percent of community colleges downlink satellite teleconferences.

TABLE 4.14 ■ COMMUNITY COLLEGE USE OF VIDEOCONFERENCING TECHNOLOGIES: 1996

■ Source: Community College Satellite Network 1996

Survey Item	Percentage of Respondents
Currently Downlink Satellite Teleconferences	
Yes	87.4%
Have plans to implement within two years	6.8%
No plans to implement	5.7%
Currently Use Two-Way Video in Classroom	
Yes	49.8%
Have plans to implement within two years	38.9%
No plans to implement	11.3%
Interest in Expanding Teleconferencing	
Yes	85.3%
No	3.9%
Unsure	10.8%
Video Distribution Methods	
Satellite uplink	16.9%
Broadcast	14.8%
PBS	8.5%
College based	6.7%
Microwave	13.7%
ITFS	11.8%
Cable TV	36.7%
Telephone company	29.9%

- **Through computer labs and other facilities, community colleges make computers available to students. In 1996, there was approximately 1 computer for every 22 students.**

TABLE 4.15 ■ RATIO OF STUDENTS, FACULTY, AND ADMINISTRATIVE STAFF TO COMPUTERS BY INSTITUTIONAL CHARACTERISTICS: 1996

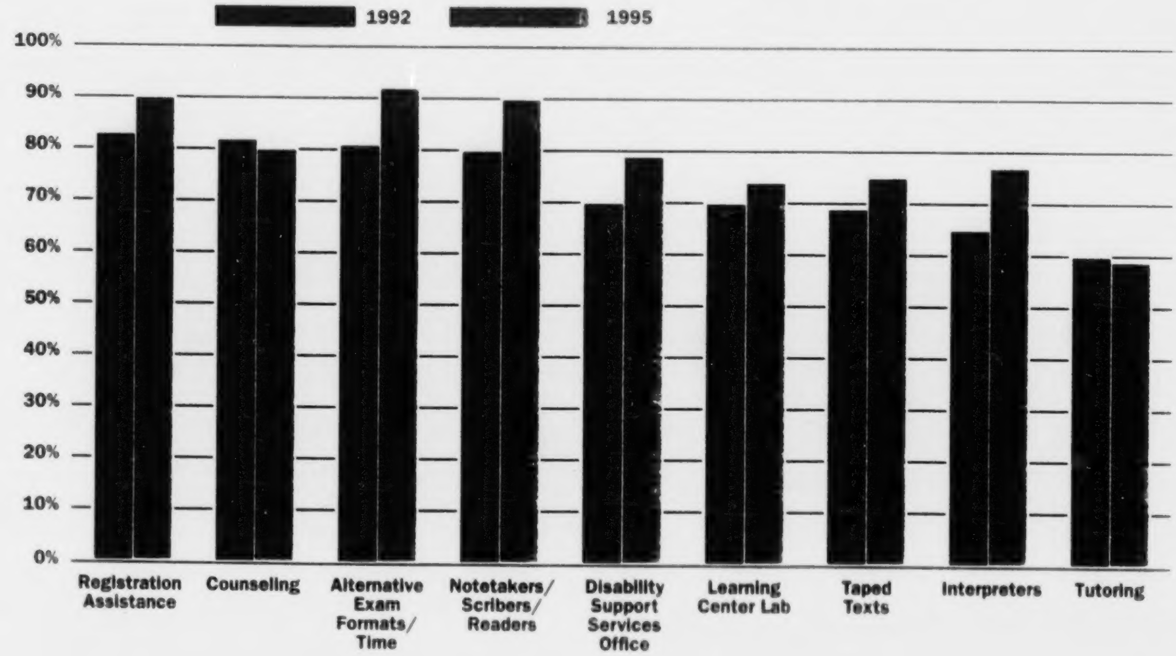
■ Source: Kienzl and Li 1997

Institutional Characteristic	Student-to-Computer Ratio	Faculty-to-Computer Ratio	Administrator-to-Computer Ratio
Institution Type			
Single-campus college	22.1	3.1	1.8
Multicampus system	19.4	4.6	2.4
College of multicollege system	25.9	5.4	1.2
Two-year branch of university	36.3	6.8	7.3
Control Type			
Independent	20.8	6.8	1.8
Public	22.4	3.9	2.4
Tribal	12.5	3.3	1.7
Location			
Rural	15.2	2.7	1.4
Suburban	23.6	4.9	1.7
Urban	25.1	3.4	2.0
Not classified	23.4	5.5	4.5

■ **Disability support services were offered by more community colleges in 1995 than in 1992.**

FIGURE 4.7 ■ DISABILITY SUPPORT SERVICES/ACCOMMODATIONS MOST FREQUENTLY PROVIDED BY COMMUNITY COLLEGES: 1992 AND 1995

■ Source: Barnett 1992, 1995



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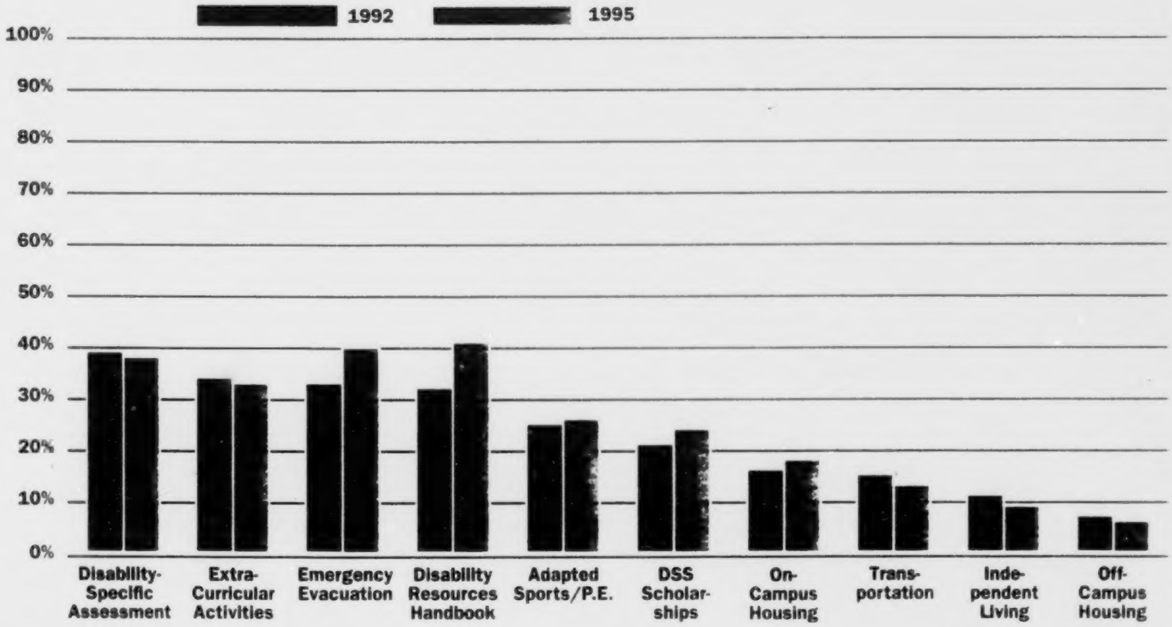
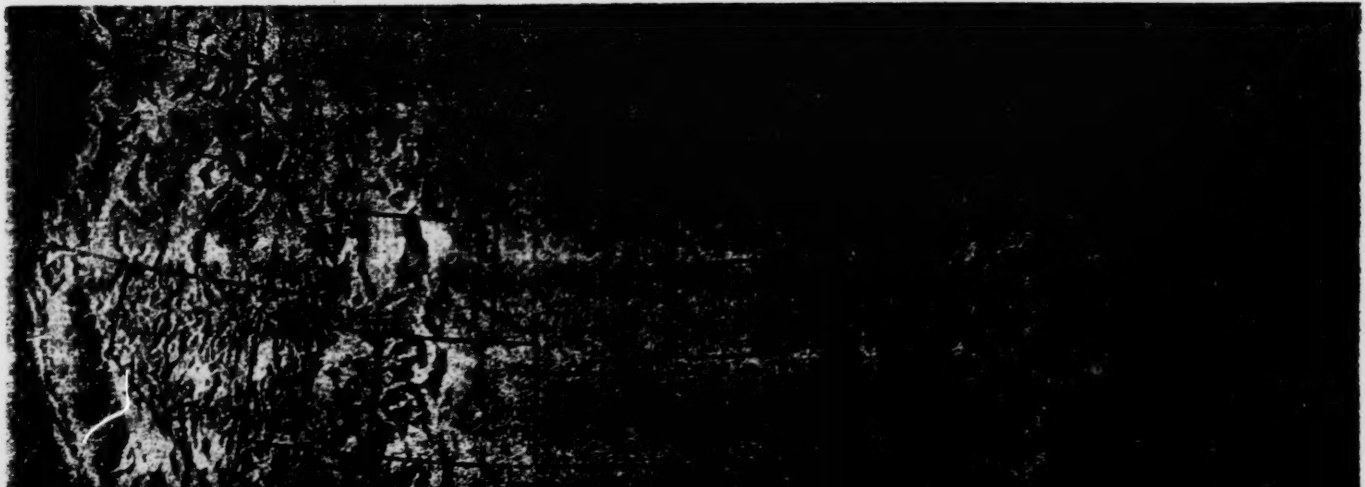
113

FIGURE 4.8 ■ DISABILITY SUPPORT SERVICES/ ACCOMMODATIONS LEAST FREQUENTLY PROVIDED BY COMMUNITY COLLEGES: 1992 AND 1995

■ Source: Barnett 1992, 1995





CHAPTER V

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STUDENT COSTS AND COLLEGE FINANCE

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STUDENT COSTS AND COLLEGE FINANCE

Community colleges are a good value for students and taxpayers, and keeping education affordable for students is the main way community colleges fulfill their commitment to access.

Tuition and fees at public community colleges average less than half those at public four-year colleges and about one-tenth those at independent four-year colleges. In return for their investment, taxpayers benefit from institutions that provide a broad cross-section of students with the skills needed to participate fully in the economy. Community college students learn in relatively small classes from instructors whose primary responsibility is teaching, not research, and average student-teacher contact time is higher at community colleges than at other higher education institutions.

Although community colleges have long relied on the triumvirate of local, state, and federal appropriations for revenue, state funding is the key budget variable. Generally, where state support is high, tuition is low. Many community colleges were charging little or no tuition when the first budget cuts were launched from state capitals 20 years ago. Tuitions have since increased to make up for the funds lost to voters' demands for tax relief and other government sectors' demand for funding. Tuitions, however, have not filled the gap. For years revenues barely kept pace with expenditures, and financial belt tightening became the standard operating procedure on community college campuses.

As labor-intensive enterprises, many community colleges have tried to trim their expenses by hiring part-time faculty. Nevertheless, salaries and benefits for faculty remain the largest part of community college budgets, averaging 30 percent of expenditures in 1996–97.

Direct federal appropriations have dropped since 1980. These, however, have been replaced by large increases in federal grants and contracts to community colleges. The federal government has become the primary source of the financial aid. More than 30 percent of all Pell Grants—federally financed cash disbursements given to students based on family financial need—go to community college students. Federal student loans, which must be repaid, also have increased in number and size during the past decade.

Overall, local funding has remained a steady portion of community college budgets. Some community colleges have delved into fundraising, particularly for scholarships. Endowments, while growing, are small compared with those at four-year institutions.

The state budget surpluses generated by the more robust economy of the mid-1990s provided some relief. New Jersey's 19 public community colleges, for instance, agreed not to raise tuitions for 1998–99 because the state increased the community college appropriation by nearly $20 million and set aside $120 million for capital improvements.

Concerns about accountability mean that new funds frequently come with performance goals attached. Kentucky's restructuring of community colleges' governance includes monitoring students' college attendance, enrollment in credit courses, and graduation. The colleges are also evaluated based on measures of academic quality, student progress, community service, and workforce development. Tennessee's Board of Regents publishes a report card that grades community colleges, technical colleges, and universities on students' graduation and employment, faculty productivity, and institutional financial management, among other areas.

The financial stress has prompted community colleges to collaborate with other institutions and corporations, especially for new technology. Washington's K–20 Network electronically links the community colleges with the state's public schools and universities for a variety of distance learning options. The Virginia Community College System and CISCO Systems are working together on high-tech training centers at 27 campuses. Iowa educators are exploring the creation of a consortium by its 15 public community colleges to deliver courses for associate degrees over the Internet.

Nationally, community colleges are experiencing a trend of more generous allocations from the states. In many cases for the first time in years, finances are available for capital construction. The colleges continue to invest primarily in student-oriented services, however, dedicating about 75 percent of budgets to student-related expenditures. With the technological and demographic changes facing the colleges, strategic planning remains paramount to maintaining effectiveness and viability in the 21st century.

- **Because they receive relatively little state and local funding, independent colleges and universities rely more on tuition and fees than do public colleges and universities.**

TABLE 5.1 ■ TOTAL AND DISTRIBUTION OF REVENUE BY SOURCE OF REVENUE AND TYPE OF INSTITUTION: 1996–97 (IN THOUSANDS)

■ Source: National Center for Education Statistics 1999f

	Community Colleges			Four-Year Colleges			Total
	Public	Independent	Total	Public	Independent	Total	All Colleges
Federal appropriations	$110,987	$0	$110,987	$1,815,781	$204,721	$2,020,501	$2,131,488
Federal grants and contracts[1]	$1,125,283	$34,595	$1,159,878	$10,955,577	$5,900,043	$16,855,620	$18,015,498
Federal Total	$1,236,270	$34,595	$1,270,865	$12,771,357	$6,104,764	$18,876,121	$20,146,986
State appropriations	$8,740,787	$798	$8,741,585	$33,834,348	$248,366	$34,082,714	$42,824,299
State grants and contracts	$1,211,264	$42,848	$1,254,112	$2,913,510	$1,113,903	$4,027,413	$5,281,525
State Total	$9,952,051	$43,646	$9,995,697	$36,747,858	$1,362,269	$38,110,127	$48,105,824
Local appropriations	$4,209,056	$260	$4,209,316	$196,796	$3,171	$199,967	$4,409,283
Local grants and contracts	$169,382	$879	$170,261	$491,448	$307,618	$799,066	$969,327
Local Total	$4,378,437	$1,140	$4,379,577	$688,244	$310,789	$999,033	$5,378,610
Tuition and fees	$4,917,379	$519,595	$5,436,974	$19,784,053	$31,134,456	$50,918,509	$56,355,483
Private gifts, grants, contracts	$241,385	$90,864	$332,249	$5,346,254	$6,856,636	$12,202,891	$12,535,139
Endowment income	$19,243	$18,605	$37,848	$775,243	$3,794,211	$4,569,454	$4,607,302
Sales/services of educational activities	$161,404	$6,799	$168,203	$3,726,429	$1,995,386	$5,721,815	$5,890,018
Auxiliary enterprises	$1,345,971	$90,055	$1,436,027	$10,942,491	$7,416,382	$18,358,873	$19,794,900
Hospital revenue	$0	$0	$0	$12,682,554	$6,564,759	$19,247,313	$19,247,313
Other sources	$710,446	$36,361	$746,807	$3,623,587	$3,728,850	$7,352,437	$8,099,244
Independent operations	$7,443	$795	$8,239	$265,359	$3,049,606	$3,314,965	$3,323,204
Total current fund revenue	$22,970,030	$842,455	$23,812,485	$107,353,485	$72,318,110	$179,671,538	$203,484,023
Percentage Distribution							
Federal appropriations	0.5%	0.0%	0.5%	1.7%	0.3%	1.1%	1.0%
Federal grants and contracts[1]	4.9%	4.1%	4.9%	10.2%	8.2%	9.4%	8.9%
Federal Total	5.4%	4.1%	5.3%	11.9%	8.4%	10.5%	9.9%
State appropriations	38.1%	0.1%	36.7%	31.5%	0.3%	19.0%	21.0%
State grants and contracts	5.3%	5.1%	5.3%	2.7%	1.5%	2.2%	2.6%
State Total	43.3%	5.2%	42.0%	34.2%	1.9%	21.2%	23.6%
Local appropriations	18.3%	0.0%	17.7%	0.2%	0.0%	0.1%	2.2%
Local grants and contracts	0.7%	0.1%	0.7%	0.5%	0.4%	0.4%	0.5%
Local Total	19.1%	0.1%	18.4%	0.6%	0.4%	0.6%	2.6%
Tuition and fees	21.4%	61.7%	22.8%	18.4%	43.1%	28.3%	27.7%
Private gifts, grants, contracts	1.1%	10.8%	1.4%	5.0%	9.5%	6.8%	6.2%
Endowment income	0.1%	2.2%	0.2%	0.7%	5.2%	2.5%	2.3%
Sales/services of educational activities	0.7%	0.8%	0.7%	3.5%	2.8%	3.2%	2.9%
Auxiliary enterprises	5.9%	10.7%	6.0%	10.2%	10.3%	10.2%	9.7%
Hospital revenues	0.0%	0.0%	0.0%	11.8%	9.1%	10.7%	9.5%
Other sources	3.1%	4.3%	3.1%	3.4%	5.2%	4.1%	4.0%
Independent operations	0.0%	0.1%	0.0%	0.2%	4.2%	1.8%	1.6%
Total current fund revenue	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

[1] Excludes Pell revenue, which is included in other categories.

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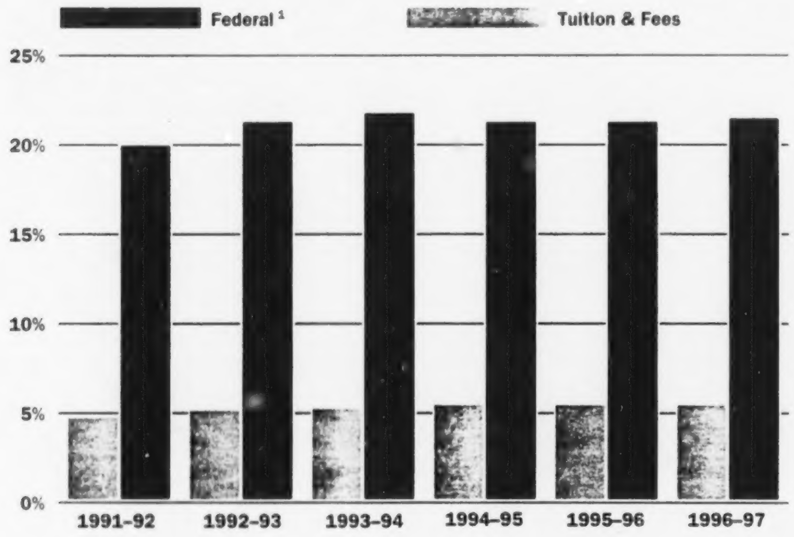
- For public community colleges, the percentage of revenue from tuition and fees and from federal sources increased slightly between 1991–92 and 1996–97.

FIGURE 5.1 ■ PERCENTAGE OF TOTAL PUBLIC COMMUNITY COLLEGE REVENUE FROM FEDERAL SOURCES AND TUITION AND FEES: 1991–92 TO 1996–97

■ Source: National Center for Education Statistics 1999f



1. Excludes Pell revenue, which is included in other categories.

- Public community colleges receive more than 60 percent of their revenue from state and local sources and about 21 percent from tuition and fees. Public four-year colleges rely less on these sources, receiving 35 percent of their revenue from state and local sources and 18 percent from tuition and fees.

TABLE 5.2 ■ DISTRIBUTION OF REVENUE BY TYPE OF INSTITUTION: 1991–92 TO 1996–97

■ Source: National Center for Education Statistics 1999f

	Community Colleges			Four-Year Colleges			Total
	Public	Independent	Total	Public	Independent	Total	All Colleges
1991–92							
Federal [1]	4.7%	5.4%	4.7%	11.5%	9.6%	10.8%	10.1%
State	46.2%	5.2%	45.1%	36.7%	2.4%	23.0%	25.5%
Local	18.1%	0.1%	17.6%	0.6%	0.6%	0.6%	2.6%
Private grants, gifts, and contracts	0.9%	9.5%	1.1%	4.6%	8.3%	6.1%	5.5%
Tuition and fees	19.9%	59.6%	21.1%	16.4%	40.5%	26.0%	25.5%
Auxiliary enterprises	6.6%	14.2%	6.8%	10.0%	10.5%	10.2%	9.8%
Other revenue	3.5%	6.0%	3.6%	20.1%	28.0%	23.3%	21.0%
1992–93							
Federal [1]	5.1%	4.7%	5.1%	11.8%	9.7%	10.9%	10.3%
State	44.3%	5.4%	43.1%	35.5%	2.3%	22.2%	24.7%
Local	18.5%	0.2%	18.0%	0.6%	0.6%	0.6%	2.6%
Private grants, gifts, and contracts	0.9%	9.0%	1.1%	4.7%	8.5%	6.2%	5.6%
Tuition and fees	21.2%	62.1%	22.5%	17.3%	41.2%	26.8%	26.3%
Auxiliary enterprises	6.4%	12.9%	6.6%	10.1%	10.5%	10.3%	9.8%
Other revenue	3.6%	5.8%	3.6%	20.4%	28.1%	23.5%	21.2%
1993–94							
Federal [1]	5.2%	4.6%	5.2%	12.3%	9.9%	11.3%	10.6%
State	42.4%	4.7%	41.2%	34.4%	2.0%	21.3%	23.6%
Local	19.8%	0.3%	19.1%	0.6%	0.6%	0.6%	2.8%
Private grants, gifts, and contracts	0.9%	10.5%	1.2%	4.7%	8.5%	6.2%	5.6%
Tuition and fees	21.7%	62.2%	22.9%	17.7%	41.7%	27.4%	26.9%
Auxiliary enterprises	6.3%	11.9%	6.5%	10.2%	10.4%	10.3%	9.9%
Other revenue	3.8%	5.6%	3.8%	20.1%	26.9%	22.8%	20.6%
1994–95							
Federal [1]	5.4%	3.9%	5.3%	12.1%	9.8%	11.2%	10.5%
State	42.5%	5.0%	41.3%	34.5%	2.1%	21.2%	23.6%
Local	19.8%	0.1%	19.2%	0.6%	0.6%	0.6%	2.8%
Private grants, gifts, and contracts	1.0%	9.5%	1.3%	4.6%	8.8%	6.3%	5.7%
Tuition and fees	21.2%	62.9%	22.5%	17.8%	42.1%	27.7%	27.1%
Auxiliary enterprises	6.2%	12.0%	6.4%	10.3%	10.2%	10.3%	9.8%
Other revenue	4.0%	6.7%	4.1%	20.1%	26.5%	22.7%	20.5%

- **Although the relative level of state funding showed an overall decrease between 1991–92 and 1996–97, the 43.3 percent for community colleges is up from a low of 42.4 percent in 1993–94.**
- **Between 1991–92 and 1996–97, the percentage of revenue from tuition and fees increased for all sectors of higher education.**
- **Between 1991–92 and 1996–97, revenue from private grants, gifts, and contracts increased by 24 percent for community colleges and by 11.6 percent for four-year institutions.**

	Community Colleges			Four-Year Colleges			Total
	Public	**Independent**	**Total**	**Public**	**Independent**	**Total**	**All Colleges**
1995–96							
Federal [1]	5.4%	4.5%	5.4%	12.0%	9.5%	11.0%	10.3%
State	43.2%	5.1%	41.8%	34.5%	1.9%	21.2%	23.6%
Local	19.4%	0.1%	18.7%	0.7%	0.5%	0.6%	2.8%
Private grants, gifts, and contracts	1.0%	10.6%	1.3%	4.8%	9.2%	6.6%	6.0%
Tuition and fees	21.2%	61.5%	22.6%	18.3%	42.3%	28.1%	27.4%
Auxiliary enterprises	5.9%	10.6%	6.1%	10.1%	10.0%	10.1%	9.6%
Other revenue	4.0%	7.5%	4.1%	19.6%	26.5%	22.4%	20.3%
1996–97							
Federal [1]	5.4%	4.1%	5.3%	11.9%	8.4%	10.5%	9.9%
State	43.3%	5.2%	42.0%	34.2%	1.9%	21.2%	23.6%
Local	19.1%	0.1%	18.4%	0.6%	0.4%	0.6%	2.6%
Private grants, gifts, and contracts	1.1%	10.8%	1.4%	5.0%	9.5%	6.8%	6.2%
Tuition and fees	21.4%	61.7%	22.8%	18.4%	43.1%	28.3%	27.7%
Auxiliary enterprises	5.9%	10.7%	6.0%	10.2%	10.3%	10.2%	9.7%
Other revenue	3.9%	7.4%	4.0%	19.6%	26.5%	22.4%	20.2%
Percentage Change, 1991–92 to 1996–97							
Federal [1]	14.8%	-24.1%	13.4%	3.2%	-12.1%	-2.4%	-1.6%
State	[illegible]	-0.2%	-6.9%	-6.7%	-22.6%	-7.8%	-7.5%
Local	[illegible]	9.8%	4.5%	0.6%	-24.6%	-8.9%	3.0%
Private grants, gifts, and contracts	[illegible]	13.5%	24.4%	8.2%	13.9%	11.6%	11.7%
Tuition and fees	7.4%	3.5%	8.4%	12.3%	6.2%	8.9%	8.8%
Auxiliary enterprises	-11.7%	-24.7%	-12.0%	1.5%	-2.6%	-0.2%	-1.2%
Other Revenue	11.6%	23.7%	12.9%	-2.4%	-5.5%	-3.8%	-3.6%

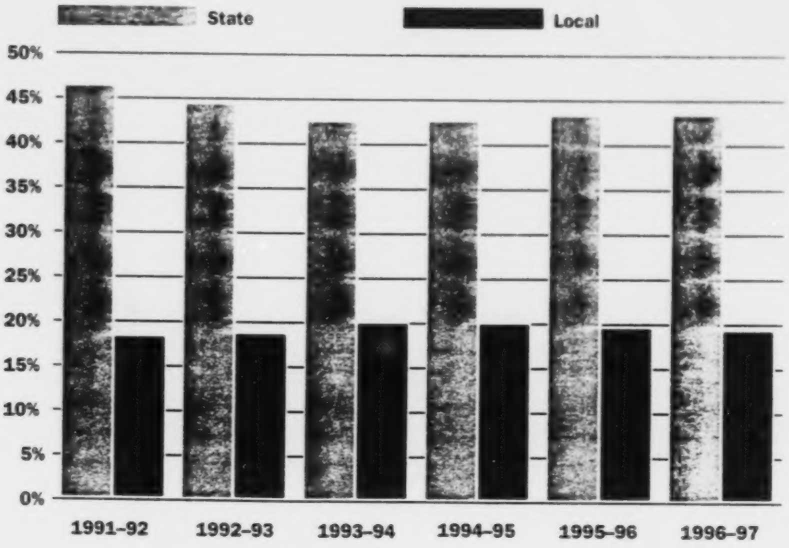
1. Excludes Pell revenue, which is included in other categories.

1-22

- The percentage of community college revenue from state and local sources fluctuated between 1991–92 and 1996–97.

FIGURE 5.2 ■ PERCENTAGE OF TOTAL COMMUNITY COLLEGE REVENUE FROM STATE AND LOCAL SOURCES: 1991–92 TO 1996–97

■ Source: National Center for Education Statistics 1999f



- The percentage of community college revenue from private sources is small but gradually increasing.
- Examples of miscellaneous revenue include endowment income, sales and services of educational activities, and independent operations.

FIGURE 5.3 ■ PERCENTAGE OF TOTAL COMMUNITY COLLEGE REVENUE FROM PRIVATE CONTRIBUTIONS AND MISCELLANEOUS REVENUE: 1991–92 TO 1996–97

■ Source: National Center for Education Statistics 1999f

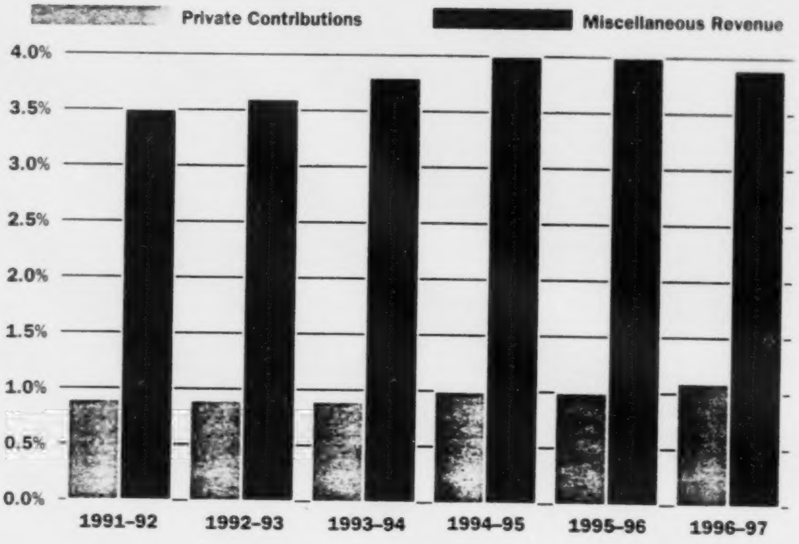


TABLE 5.3 ■ TOTAL AND PER CAPITA STATE AND LOCAL APPROPRIATION REVENUE FOR COMMUNITY COLLEGES BY STATE: 1996–97 (ESTIMATES)

■ Source: National Center for Education Statistics 1999f and U.S. Bureau of the Census 1998a

	Total Appropriations				Per Capita Appropriations		
State	State	Local	State & Local	Population Estimate	State	Local	State & Local
Alabama	$176,996,016	$1,784,242	$178,780,258	4,291,110	$41.25	$0.42	$41.66
Alaska	$1,582,472	$647,231	$2,229,703	605,212	$2.61	$1.07	$3.68
Arizona	$95,145,602	$237,165,054	$332,310,656	4,432,202	$21.47	$53.51	$74.98
Arkansas	$85,116,084	$3,567,117	$88,683,201	2,505,073	$33.98	$1.42	$35.40
California	$1,524,127,485	$1,355,032,602	$2,879,160,087	31,762,190	$47.99	$42.66	$90.65
Colorado	$103,276,470	$29,260,539	$132,537,009	3,813,778	$27.08	$7.67	$34.75
Connecticut	$126,515,164	$0	$126,515,164	3,263,910	$38.76	$0.00	$38.76
Delaware	$44,352,601	$0	$44,352,601	727,113	$61.00	$0.00	$61.00
Florida	$699,173,526	$51,521	$699,225,047	14,424,868	$48.47	$0.00	$48.47
Georgia	$206,401,221	$5,251,855	$211,653,076	7,334,183	$28.14	$0.72	$28.86
Hawaii	$59,028,596	$0	$59,028,596	1,187,283	$49.72	$0.00	$49.72
Idaho	$22,025,536	$10,519,868	$32,545,404	1,186,239	$18.57	$8.87	$27.44
Illinois	$191,134,665	$433,746,427	$624,881,092	11,933,597	$16.02	$36.35	$52.36
Indiana	$106,777,197	$0	$106,777,197	5,827,423	$18.32	$0.00	$18.32
Iowa	$131,266,683	$28,003,977	$159,270,660	2,848,603	$46.08	$9.83	$55.91
Kansas	$61,703,882	$109,985,553	$171,689,435	2,584,650	$23.87	$42.55	$66.43
Kentucky	$82,609,500	$0	$82,609,500	3,882,545	$21.28	$0.00	$21.28
Louisiana	$46,450,326	$2,909,491	$49,359,817	4,339,871	$10.70	$0.67	$11.37
Maine	$25,984,078	$0	$25,984,078	1,238,003	$20.99	$0.00	$20.99
Maryland	$112,606,413	$138,775,085	$251,381,498	5,057,839	$22.26	$27.44	$49.70
Massachusetts	$195,507,454	$0	$195,507,454	6,082,910	$32.14	$0.00	$32.14
Michigan	$259,563,437	$207,744,700	$467,308,137	9,733,774	$26.67	$21.34	$48.01
Minnesota	$292,916,312	$0	$292,916,312	4,648,081	$63.02	$0.00	$63.02
Mississippi	$147,198,512	$30,349,674	$177,546,186	2,710,022	$54.32	$11.20	$65.52
Missouri	$109,236,958	$76,950,691	$186,187,649	5,368,911	$20.35	$14.33	$34.68

- **States and localities appropriate an average of $50 per person for public community colleges. The amounts vary widely by state, with Wyoming appropriating $122.88 per person and Vermont appropriating $2.10 per person.**

	Total Appropriations				Per Capita Appropriations		
State	State	Local	State & Local	Population Estimate	State	Local	State & Local
Montana	$10,286,300	$3,554,319	$13,840,619	876,734	$11.73	$4.05	$15.79
Nebraska	$39,467,710	$56,416,306	$95,884,016	1,648,041	$23.95	$34.23	$58.18
Nevada	$61,329,000	$0	$61,329,000	1,600,345	$38.32	$0.00	$38.32
New Hampshire	$19,685,762	$0	$19,685,762	1,159,546	$16.98	$0.00	$16.98
New Jersey	$100,679,103	$160,277,905	$260,957,008	8,007,905	$12.57	$20.01	$32.59
New Mexico	$103,708,351	$42,603,450	$146,311,801	1,707,902	$60.72	$24.94	$85.67
New York	$398,551,177	$290,152,657	$688,703,834	18,142,162	$21.97	$15.99	$37.96
North Carolina	$492,626,079	$85,528,237	$578,154,316	7,308,656	$67.40	$11.70	$79.11
North Dakota	$20,414,848	$339,966	$20,754,814	642,805	$31.76	$0.53	$32.29
Ohio	$270,094,215	$71,481,654	$341,575,869	11,169,546	$24.18	$6.40	$30.58
Oklahoma	$115,575,836	$18,571,666	$134,147,502	3,295,928	$35.07	$5.63	$40.70
Oregon	$162,027,806	$85,297,437	$247,325,244	3,195,409	$50.71	$26.69	$77.40
Pennsylvania	$132,604,581	$84,822,173	$217,426,754	12,033,856	$11.02	$7.05	$18.07
Rhode Island	$29,068,571	$0	$29,068,571	988,130	$29.42	$0.00	$29.42
South Carolina	$137,506,927	$26,823,088	$164,330,015	3,736,947	$36.80	$7.18	$43.97
South Dakota	$3,435,029	$0	$3,435,029	737,227	$4.66	$0.00	$4.66
Tennessee	$162,328,911	$10,199	$162,339,110	5,307,222	$30.59	$0.00	$30.59
Texas	$739,000,412	$301,995,771	$1,040,996,183	19,032,987	$38.83	$15.87	$54.69
Utah	$73,851,839	$0	$73,851,839	2,022,234	$36.52	$0.00	$36.52
Vermont	$1,230,900	$0	$1,230,900	586,333	$2.10	$0.00	$2.10
Virginia	$191,595,631	$2,110,487	$193,706,118	6,667,373	$28.74	$0.32	$29.05
Washington	$377,742,094	$103,643	$377,845,737	5,518,801	$68.45	$0.02	$68.47
West Virginia	$14,503,249	$0	$14,503,249	1,820,261	$7.97	$0.00	$7.97
Wisconsin	$122,757,255	$293,208,039	$415,965,294	5,174,348	$23.72	$56.67	$80.39
Wyoming	$44,975,312	$14,013,010	$58,988,322	480,060	$93.69	$29.19	$122.88
Total	$8,736,958,254	$4,210,744,050	$12,947,702,304	264,650,148	$33.01	$15.91	$48.92

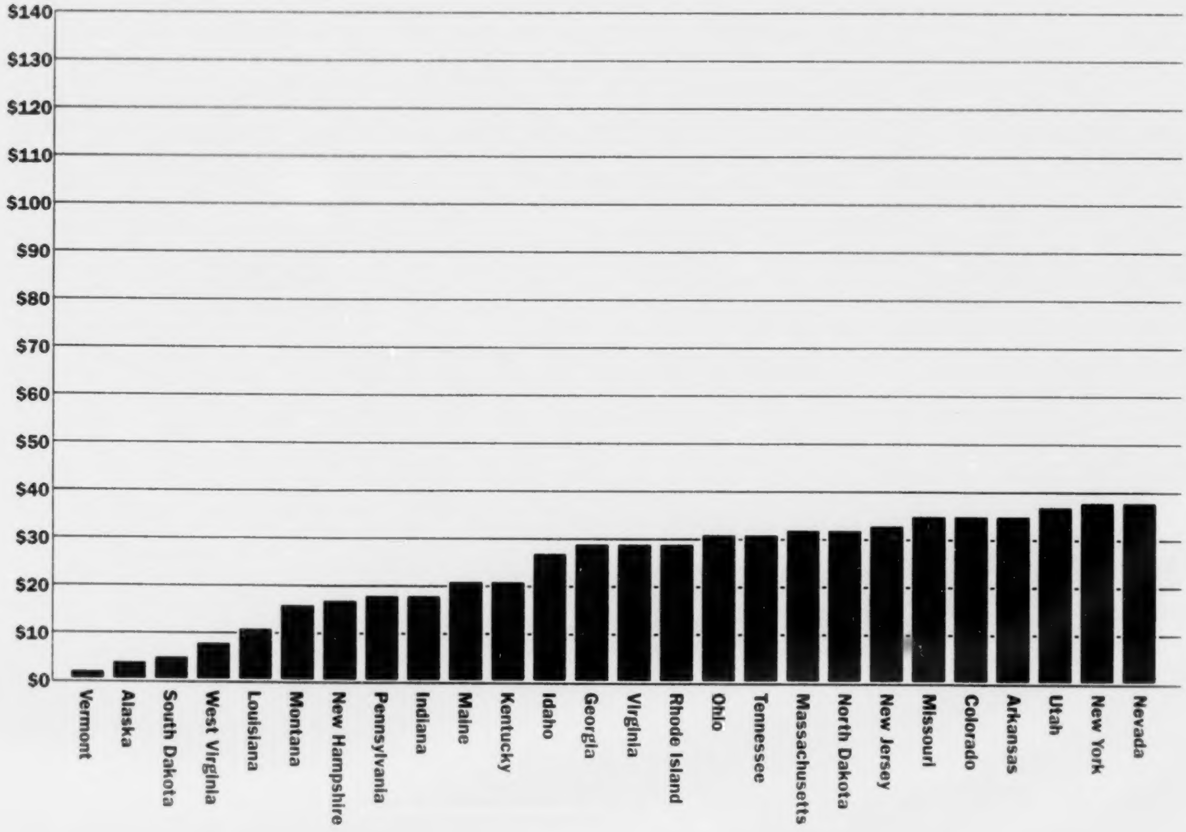
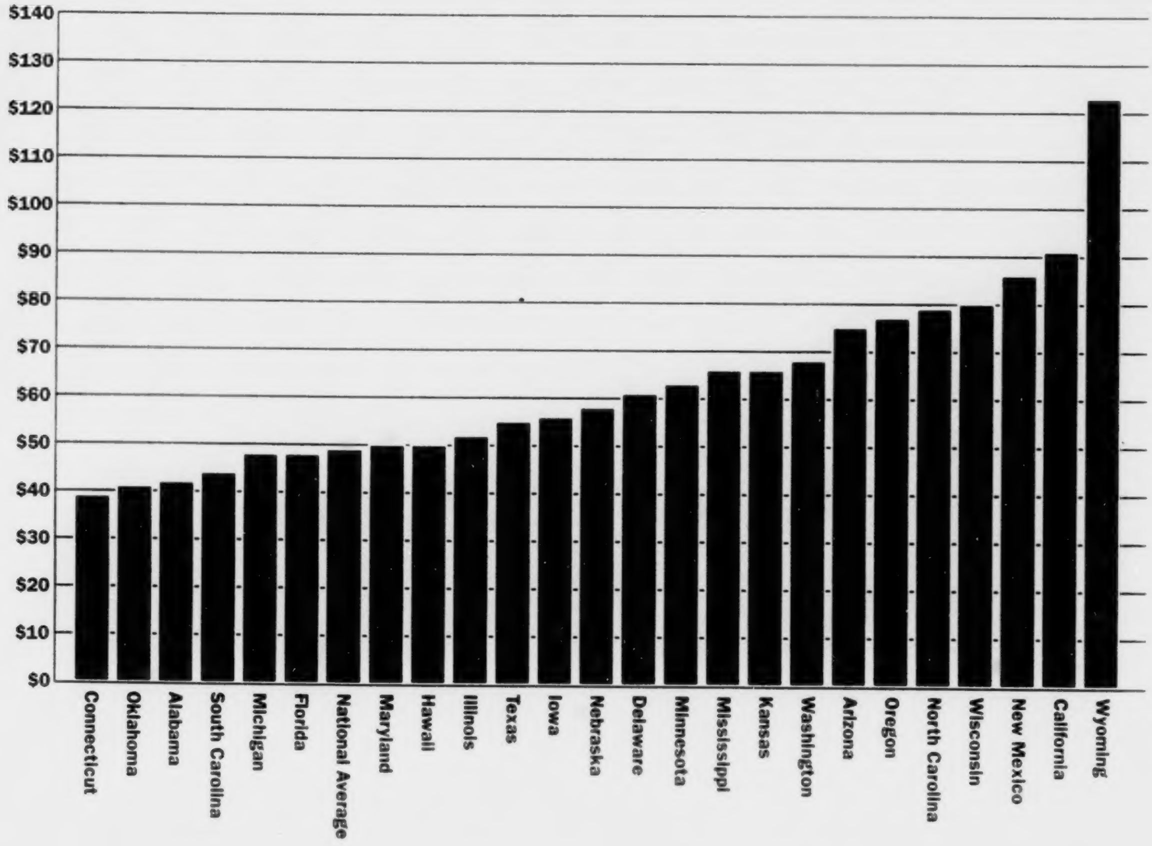


FIGURE 5.4 ■ STATE AND LOCAL APPROPRIATIONS FOR PUBLIC COMMUNITY COLLEGES PER CAPITA: 1996–97

■ **Source: National Center for Education Statistics 1996 and U.S. Bureau of the Census 1998a**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Alabama
South Carolina
Michigan
Florida
National Average
Maryland
Hawaii
Illinois
Texas
Iowa
Nebraska
Delaware
Minnesota
Mississippi
Kansas
Washington
Arizona
Oregon
North Carolina
Wisconsin
New Mexico
California
Wyoming

TABLE 5.4 ■ PUBLIC COMMUNITY COLLEGE EXPENDITURES BY TYPE OF EXPENDITURE IN CURRENT AND CONSTANT 1996–97 DOLLARS: 1991–92 TO 1996–97

■ **Source:** National Center for Education Statistics 1999d and 1999f

	Current Dollars		Constant 1996–97 Dollars		
	Total Expenditures (in millions)	Expenditures per FTE Student	Total Expenditures (in millions)	Expenditures per FTE Student	Percentage Distribution
1991–92					
Instruction	$7,977	$2,565	$9,158	$2,945	45.8%
Salaries and wages for instruction	$5,863	$1,885	$6,731	$2,164	33.7%
Research	$23	$7	$26	$8	0.1%
Public service	$358	$115	$411	$132	2.1%
Academic support	$1,292	$415	$1,483	$477	7.4%
Student services	$1,616	$520	$1,855	$597	9.3%
Institutional support	$2,408	$774	$2,765	$889	13.8%
Plant operation and maintenance	$1,641	$528	$1,884	$606	9.4%
Scholarships and fellowships	$1,772	$570	$2,034	$654	10.2%
Mandatory transfers	$95	$31	$109	$35	0.5%
Non-mandatory transfers	$228	$73	$261	$84	1.3%
Total educational and general expenditures	**$17,411**	**$5,598**	**$19,988**	**$6,427**	**100.0%**
1992–93					
Instruction	$8,449	$2,686	$9,412	$2,992	45.5%
Salaries and wages for instruction	$6,275	$1,995	$6,991	$2,222	33.8%
Research	$27	$9	$30	$10	0.1%
Public service	$391	$124	$436	$138	2.1%
Academic support	$1,371	$436	$1,527	$485	7.4%
Student services	$1,759	$559	$1,960	$623	9.5%
Institutional support	$2,528	$803	$2,816	$895	13.6%
Plant operation and maintenance	$1,711	$544	$1,906	$606	9.2%
Scholarships and fellowships	$2,045	$650	$2,279	$724	11.0%
Mandatory transfers	$107	$34	$120	$38	0.6%
Non-mandatory transfers	$186	$59	$207	$66	1.0%
Total educational and general expenditures	$18,574	$5,904	$20,691	$6,577	100.0%

- **Over a six-year period, public community college expenditures increased faster than the rate of inflation, from $6,427 per FTE student to $7,536 per FTE student in constant 1996–97 dollars.**

- **Public community colleges spend $2,289 per FTE student on instructors' salaries—approximately 30 percent of all expenditures.**

	Current Dollars		Constant 1996–97 Dollars		
	Total Expenditures (in millions)	Expenditures per FTE Student	Total Expenditures (in millions)	Expenditures per FTE Student	Percentage Distribution
1993–94					
Instruction	$8,855	$2,858	$9,614	$3,103	44.8%
Salaries and wages for instruction	$6,499	$2,097	$7,057	$2,277	32.8%
Research	$29	$9	$32	$10	0.1%
Public service	$425	$137	$462	$149	2.2%
Academic support	$1,478	$477	$1,605	$518	7.5%
Student services	$1,868	$603	$2,028	$654	9.4%
Institutional support	$2,709	$874	$2,941	$949	13.7%
Plant operation and maintenance	$1,850	$597	$2,008	$648	9.3%
Scholarships and fellowships	$2,256	$728	$2,449	$790	11.4%
Mandatory transfers	$121	$39	$132	$42	0.6%
Non-mandatory transfers	$196	$63	$213	$69	1.0%
Total educational and general expenditures	$19,788	$6,386	$21,484	$6,933	100.0%
1994–95					
Instruction	$9,145	$2,968	$9,654	$3,133	44.5%
Salaries and wages for instruction	$6,674	$2,166	$7,046	$2,287	32.5%
Research	$29	$9	$31	$10	0.1%
Public service	$433	$140	$457	$148	2.1%
Academic support	$1,502	$487	$1,586	$515	7.3%
Student services	$1,980	$643	$2,091	$679	9.6%
Institutional support	$2,866	$930	$3,026	$982	13.9%
Plant operation and maintenance	$1,917	$622	$2,024	$657	9.3%
Scholarships and fellowships	$2,334	$758	$2,464	$800	11.4%
Mandatory transfers	$130	$42	$137	$45	0.6%
Non-mandatory transfers	$225	$73	$238	$77	1.1%
Total educational and general expenditures	$20,561	$6,674	$21,707	$7,045	100.0%

Continued on page 118

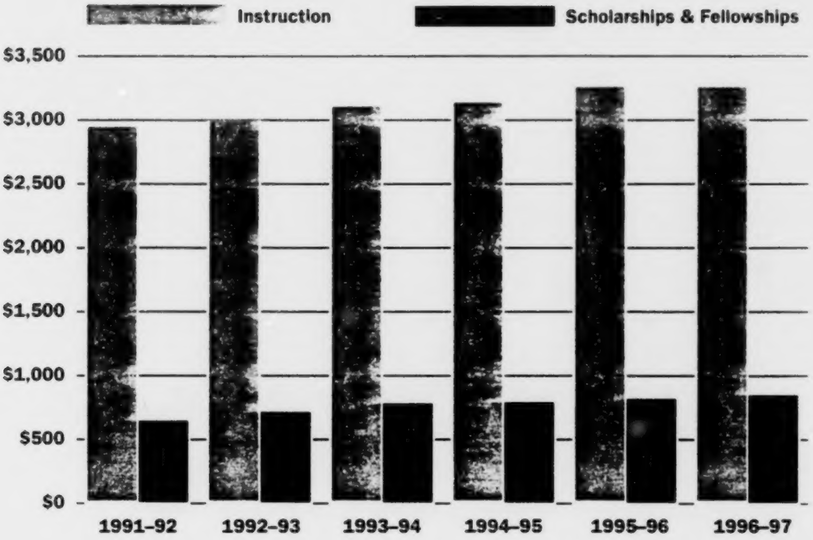
TABLE 5.4 (CONTINUED) ■ PUBLIC COMMUNITY COLLEGE EXPENDITURES BY TYPE OF EXPENDITURE IN CURRENT AND CONSTANT 1996–97 DOLLARS: 1991–92 TO 1996–97

	Current Dollars		Constant 1996–97 Dollars		
	Total Expenditures (in millions)	Expenditures per FTE Student	Total Expenditures (in millions)	Expenditures per FTE Student	Percentage Distribution
1995–96					
Instruction	$9,622	$3,165	$9,885	$3,252	43.9%
Salaries and wages for instruction	$6,960	$2,290	$7,150	$2,352	31.7%
Research	$23	$8	$24	$8	0.1%
Public service	$471	$155	$484	$159	2.1%
Academic support	$1,675	$551	$1,721	$566	7.6%
Student services	$2,150	$707	$2,209	$727	9.8%
Institutional support	$3,090	$1,016	$3,174	$1,044	14.1%
Plant operation and maintenance	$2,053	$675	$2,109	$694	9.4%
Scholarships and fellowships	$2,450	$806	$2,517	$828	11.2%
Mandatory transfers	$153	$50	$157	$52	0.7%
Non-mandatory transfers	$241	$79	$248	$82	1.1%
Total educational and general expenditures	$21,929	$7,214	$22,529	$7,411	100.0%
1996–97					
Instruction	$9,970	$3,251	$9,970	$3,251	43.1%
Salaries and wages for instruction	$7,019	$2,289	$7,019	$2,289	30.4%
Research	$25	$8	$25	$8	0.1%
Public service	$511	$167	$511	$167	2.2%
Academic support	$1,811	$590	$1,811	$590	7.8%
Student services	$2,221	$724	$2,221	$724	9.6%
Institutional support	$3,335	$1,088	$3,335	$1,088	14.4%
Plant operation and maintenance	$2,127	$694	$2,127	$694	9.2%
Scholarships and fellowships	$2,629	$857	$2,629	$857	11.4%
Mandatory transfers	$183	$60	$183	$60	0.8%
Non-mandatory transfers	$287	$93	$287	$93	1.2%
Total educational and general expenditures	$23,109	$7,536	$23,109	$7,536	100.0%
Percent Change 1991–92 to 1996–97					
Instruction	25.0%	26.8%	8.9%	10.4%	-5.8%
Salaries and wages for instruction	19.7%	21.4%	4.3%	5.7%	-9.8%
Research	8.9%	10.4%	-5.2%	-3.8%	-18.0%
Public service	42.6%	44.6%	24.2%	26.0%	7.5%
Academic support	40.2%	42.1%	22.1%	23.8%	5.6%
Student services	37.5%	39.4%	19.7%	21.4%	3.6%
Institutional support	38.5%	40.4%	20.6%	22.3%	4.3%
Plant operation and maintenance	29.6%	31.4%	12.9%	14.5%	-2.3%
Scholarships and fellowships	48.4%	50.5%	29.3%	31.1%	11.8%
Mandatory transfers	92.2%	94.9%	67.4%	69.8%	44.8%
Non-mandatory transfers	25.9%	27.7%	9.7%	11.2%	-5.1%
Total educational and general expenditures	32.7%	34.6%	15.6%	17.2%	0.0%

- **Public community college scholarship and fellowship expenditures per FTE student increased slightly between 1991–92 and 1996–97.**

FIGURE 5.5 ■ PUBLIC COMMUNITY COLLEGE EXPENDITURES PER FTE STUDENT FOR INSTRUCTION AND SCHOLARSHIPS IN CONSTANT 1996–97 DOLLARS: 1991–92 TO 1996–97

■ Source: National Center for Education Statistics 1999d and 1999f



- In fiscal year 1991–92, half the endowments in public community colleges were valued at $128,669 or higher. By 1996–97, they were valued at $503,355 or higher.
- The number of colleges reporting endowment income to the U.S. Department of Education increased steadily between 1991–92 and 1996–97.

TABLE 5.5A ■ TOTAL, AVERAGE, AND MEDIAN ENDOWMENT VALUE AND ENDOWMENT YIELD FOR PUBLIC COLLEGES IN CURRENT DOLLARS: 1991–92 TO 1996–97

- Source: National Center for Education Statistics 1999f

	Endowment Value (Market)			Fiscal Year Endowment Yield			Number of Colleges
	Total	Average	Median	Total	Average	Median	
1991–92							
Public community college	$371,343,323	$1,229,614	$128,669	$23,716,706	$82,350	$8,004	302
Public 4-year	$13,301,891,491	$33,933,397	$1,602,899	$735,522,234	$1,811,631	$121,243	406
All public colleges	$13,673,234,814	$19,702,067	$552,969	$759,238,940	$1,094,004	$39,733	708
1992–93							
Public community college	$468,310,030	$1,486,699	$170,142	$25,796,456	$81,894	$7,315	315
Public 4-year	$15,700,055,488	$39,546,739	$2,046,230	$775,335,666	$1,859,318	$122,464	417
All public colleges	$16,168,365,518	$22,708,379	$626,297	$801,132,122	$1,094,443	$35,053	732
1993–94							
Public community college	$533,756,286	$1,583,847	$155,000	$25,230,053	$74,867	$5,470	337
Public 4-year	$16,613,381,750	$37,843,694	$2,282,801	$783,678,922	$1,785,146	$90,605	439
All public colleges	$17,147,138,036	$22,096,827	$630,919	$808,908,975	$1,042,408	$25,886	776
1994–95							
Public community college	$730,592,522	$1,868,523	$295,998	$36,520,230	$93,402	$11,350	391
Public 4-year	$17,316,014,002	$39,176,502	$2,975,102	$755,318,901	$1,708,866	$125,941	442
All public colleges	$18,046,606,524	$21,664,594	$850,000	$791,839,131	$950,587	$36,320	833
1995–96							
Public community college	$820,530,681	$2,051,327	$407,820	$45,786,332	$114,466	$21,142	400
Public 4-year	$24,413,307,445	$52,165,187	$3,801,232	$1,028,968,332	$2,198,650	$183,792	468
All public colleges	$25,233,838,126	$29,071,242	$1,080,594	$1,074,754,664	$1,238,197	$51,670	868
1996–97							
Public community college	$890,599,332	$2,120,475	$503,355	$52,286,901	$124,493	$24,315	420
Public 4-year	$29,703,847,579	$63,334,430	$4,826,616	$1,206,174,671	$2,571,801	$203,399	469
All public colleges	$30,595,411,269	$34,338,284	$1,275,925	$1,258,486,682	$1,412,443	$54,456	889
Percent Change 1991–92 to 1996–97							
Public community college	139.8%	72.5%	291.2%	120.5%	51.2%	203.8%	39.1%
Public 4-year	123.3%	86.6%	201.1%	64.0%	42.0%	67.8%	15.5%
All public colleges	123.8%	74.3%	130.7%	65.8%	29.1%	37.1%	25.6%

- **After controlling for the effects of inflation, community college endowments showed significant increases between 1991–92 and 1996–97, even larger than the increases at public four-year colleges.**
- **The number of community colleges with endowments increased by nearly 40 percent between 1991–92 and 1996–97.**

TABLE 5.5B ■ TOTAL, AVERAGE, AND MEDIAN ENDOWMENT VALUE AND ENDOWMENT YIELD FOR PUBLIC COLLEGES IN CONSTANT 1996–97 DOLLARS: 1991–92 TO 1996–97

■ Source: National Center for Education Statistics 1999f

	Endowment Value (Market)			Fiscal Year Endowment Yield			
	Total	Average	Median	Total	Average	Median	Number of Colleges
1991–92							
Public community college	$426,317,549	$1,411,648	$147,717	$27,227,763	$94,541	$9,189	302
Public 4-year	$15,271,123,583	$38,956,948	$1,840,195	$844,410,056	$2,079,828	$139,192	406
All public colleges	$15,697,441,132	$22,618,791	$634,831	$871,637,819	$1,255,962	$45,615	708
1992–93							
Public community college	$521,680,092	$1,656,127	$189,532	$28,736,300	$91,226	$8,149	315
Public 4-year	$17,489,282,462	$44,053,608	$2,279,425	$863,695,321	$2,071,212	$136,420	417
All public colleges	$18,010,962,555	$25,296,296	$697,672	$892,431,621	$1,219,169	$39,047	732
1993–94							
Public community college	$579,507,690	$1,719,607	$168,286	$27,392,670	$81,284	$5,939	337
Public 4-year	$18,037,412,827	$41,087,501	$2,478,473	$850,852,671	$1,938,161	$98,371	439
All public colleges	$18,616,920,517	$23,990,877	$684,998	$878,245,341	$1,131,759	$28,104	776
1994–95							
Public community college	$771,295,178	$1,972,622	$312,489	$38,554,839	$98,606	$11,982	391
Public 4-year	$18,280,721,054	$41,359,097	$3,140,850	$797,399,109	$1,804,070	$132,957	442
All public colleges	$19,052,016,232	$22,871,568	$897,355	$835,953,948	$1,003,546	$38,343	833
1995–96							
Public community college	$842,994,079	$2,107,485	$418,985	$47,039,809	$117,600	$21,720	400
Public 4-year	$25,081,662,526	$53,593,296	$3,905,297	$1,057,138,059	$2,258,842	$188,824	468
All public colleges	$25,924,656,605	$29,867,116	$1,110,177	$1,104,177,869	$1,272,094	$53,084	868
1996–97							
Public community college	$890,599,332	$2,120,475	$503,355	$52,286,901	$124,493	$24,315	420
Public 4-year	$29,703,847,579	$63,334,430	$4,826,616	$1,206,174,671	$2,571,801	$203,399	469
All public colleges	$30,595,411,269	$34,338,284	$1,275,925	$1,258,486,682	$1,412,443	$54,456	889
Percent Change 1991–92 to 1996–97							
Public community college	108.9%	50.2%	240.8%	92.0%	31.7%	164.6%	39.1%
Public 4-year	94.5%	62.6%	162.3%	42.8%	23.7%	46.1%	15.5%
All public colleges	94.9%	51.8%	101.0%	44.4%	12.5%	19.4%	25.6%

TABLE 5.6A ■ VALUE OF PHYSICAL ASSETS OF PUBLIC COLLEGES BY TYPE OF COLLEGE IN CURRENT DOLLARS: 1991–92 TO 1996–97 (IN MILLIONS)

■ Source: National Center for Education Statistics 1999f

	Community Colleges				Four-Year Colleges				Total			
	Total	Average	Median	Number of Colleges[1]	Total	Average	Median	Number of Colleges[1]	Total	Average	Median	Number of Colleges[1]
1991–92												
Land	$1,504	$1.94	$0.62	775	$4,618	$7.93	$3.10	582	$6,122	$4.51	$1.22	1,357
Buildings*	$13,687	$17.13	$11.41	799	$63,753	$109.17	$53.55	584	$77,440	$55.99	$19.74	1,383
Buildings†	$21,239	$31.05	$20.65	684	$107,052	$230.22	$110.95	465	$128,291	$111.65	$33.50	1,149
Equipment*	$5,041	$6.28	$4.26	803	$31,028	$51.97	$16.35	597	$36,069	$25.76	$6.44	1,400
Equipment†	$5,116	$7.92	$5.35	646	$22,849	$59.04	$15.00	387	$27,965	$27.07	$6.50	1,033
1992–93												
Land	$1,575	$1.98	$0.69	796	$4,864	$8.30	$3.19	586	$6,440	$4.66	$1.30	1,382
Buildings*	$14,897	$18.26	$12.09	816	$67,484	$113.61	$55.52	594	$82,381	$58.43	$20.75	1,410
Buildings†	$22,233	$31.72	$21.43	701	$117,332	$254.52	$125.00	461	$139,564	$120.11	$33.87	1,162
Equipment*	$5,483	$6.69	$4.66	820	$32,310	$53.32	$17.85	606	$37,793	$26.50	$6.73	1,426
Equipment†	$5,398	$8.12	$5.64	665	$24,215	$62.57	$14.85	387	$29,613	$28.15	$6.77	1,052
1993–94												
Land	$1,752	$2.09	$0.68	837	$4,980	$8.02	$3.07	621	$6,731	$4.62	$1.22	1,458
Buildings*	$15,806	$18.88	$12.27	837	$71,993	$115.93	$55.80	621	$87,799	$60.22	$21.47	1,458
Buildings†	$23,738	$28.36	$19.16	837	$137,073	$220.73	$71.08	621	$160,811	$110.30	$24.00	1,458
Equipment*	$5,862	$7.00	$4.62	837	$34,257	$55.16	$17.76	621	$40,119	$27.52	$6.82	1,458
Equipment†	$5,991	$7.16	$5.00	837	$31,720	$51.08	$4.76	621	$37,711	$25.86	$4.99	1,458
1994–95												
Land	$1,783	$2.12	$0.69	842	$5,230	$8.89	$3.43	588	$7,013	$4.90	$1.31	1,430
Buildings*	$17,082	$20.29	$12.98	842	$75,471	$128.35	$61.77	588	$92,553	$64.72	$22.94	1,430
Buildings†	$25,851	$30.70	$19.82	842	$126,057	$214.38	$78.70	588	$151,908	$106.23	$26.00	1,430
Equipment*	$6,202	$7.37	$4.96	842	$35,453	$60.29	$19.45	588	$41,655	$29.13	$7.29	1,430
Equipment†	$6,440	$7.65	$5.24	842	$28,288	$48.11	$4.88	588	$34,728	$24.29	$5.15	1,430
1995–96												
Land	$1,681	$2.02	$0.71	834	$5,539	$8.92	$3.28	621	$7,221	$4.96	$1.29	1,455
Buildings*	$18,159	$21.77	$13.89	834	$78,708	$126.74	$60.96	621	$96,867	$66.58	$23.98	1,455
Buildings†	$25,554	$30.64	$19.70	834	$136,173	$219.28	$76.24	621	$161,727	$111.15	$25.84	1,455
Equipment*	$6,439	$7.72	$4.86	834	$36,463	$58.72	$18.30	621	$42,902	$29.49	$7.31	1,455
Equipment†	$6,144	$7.37	$4.71	834	$30,702	$49.44	$4.71	621	$36,846	$25.32	$4.71	1,455
1996–97												
Land	$1,744	$2.07	$0.73	844	$5,837	$9.35	$3.54	624	$7,581	$5.16	$1.35	1,468
Buildings*	$19,522	$23.13	$14.69	844	$88,449	$141.74	$66.91	624	$107,971	$73.55	$25.50	1,468
Buildings†	$26,691	$31.62	$20.00	844	$145,582	$233.30	$77.03	624	$172,273	$117.35	$25.30	1,468
Equipment*	$6,766	$8.02	$5.01	844	$38,077	$61.02	$19.06	624	$44,842	$30.55	$7.58	1,468
Equipment†	$6,371	$7.55	$4.88	844	$32,343	$51.83	$4.55	624	$38,714	$26.37	$4.85	1,468
Percent Change 1991–92 to 1996–97												
Land	16.0%	6.5%	18.7%	N/A	26.4%	17.9%	14.3%	N/A	23.8%	14.5%	10.7%	N/A
Buildings*	42.6%	35.0%	28.7%	N/A	38.7%	29.8%	25.0%	N/A	39.4%	31.4%	29.2%	N/A
Buildings†	25.7%	1.8%	-3.1%	N/A	36.0%	1.3%	-30.6%	N/A	34.3%	5.1%	-24.5%	N/A
Equipment*	34.2%	27.7%	17.6%	N/A	22.7%	17.4%	16.6%	N/A	24.3%	18.6%	17.7%	N/A
Equipment†	24.5%	-4.7%	-8.8%	N/A	41.5%	-12.2%	-69.6%	N/A	38.4%	-2.6%	-25.4%	N/A

1. Number of colleges who reported information for each item.

*Book value †Replacement value

- The average book value of buildings and equipment increased between 1991–92 and 1996–97, but their average replacement value decreased.

TABLE 5.6B ■ VALUE OF PHYSICAL ASSETS OF PUBLIC COLLEGES BY TYPE OF COLLEGE IN CONSTANT 1996–97 DOLLARS: 1991–92 TO 1996–97 (IN MILLIONS)

■ Source: National Center for Education Statistics 1999f

	Community Colleges				Four-Year Colleges				Total			
	Total	Average	Median	Number of Colleges[1]	Total	Average	Median	Number of Colleges[1]	Total	Average	Median	Number of Colleges[1]
1991–92												
Land	$1,727	$2.23	$0.71	775	$5,301	$9.11	$3.56	582	$7,028	$5.18	$1.40	1,357
Buildings*	$15,713	$19.67	$13.10	799	$73,192	$125.33	$61.48	584	$88,904	$64.28	$22.66	1,383
Buildings†	$24,383	$35.65	$23.70	684	$122,900	$264.30	$127.37	465	$147,283	$128.18	$38.46	1,149
Equipment*	$5,787	$7.21	$4.89	803	$35,621	$59.67	$18.77	597	$41,409	$29.58	$7.40	1,400
Equipment†	$5,873	$9.09	$6.14	646	$26,232	$67.78	$17.22	387	$32,105	$31.08	$7.47	1,033
1992–93												
Land	$1,755	$2.20	$0.76	796	$5,419	$9.25	$3.55	586	$7,174	$5.19	$1.45	1,382
Buildings*	$16,595	$20.34	$13.46	816	$75,175	$126.56	$61.85	594	$91,770	$65.08	$23.11	1,410
Buildings†	$24,766	$35.33	$23.87	701	$130,703	$283.52	$139.25	461	$155,470	$133.79	$37.73	1,162
Equipment*	$6,108	$7.45	$5.20	820	$35,992	$59.39	$19.88	606	$42,100	$29.52	$7.49	1,426
Equipment†	$6,013	$9.04	$6.28	665	$26,974	$69.70	$16.54	387	$32,988	$31.36	$7.54	1,052
1993–94												
Land	$1,902	$2.27	$0.74	837	$5,407	$8.71	$3.34	621	$7,308	$5.01	$1.32	1,458
Buildings*	$17,160	$20.50	$13.32	837	$78,164	$125.87	$60.58	621	$95,325	$65.38	$23.31	1,458
Buildings†	$25,773	$30.79	$20.80	837	$148,822	$239.65	$77.17	621	$174,595	$119.75	$26.06	1,458
Equipment*	$6,364	$7.60	$5.01	837	$37,193	$59.89	$19.29	621	$43,558	$29.87	$7.41	1,458
Equipment†	$6,505	$7.77	$5.43	837	$34,439	$55.46	$5.17	621	$40,943	$28.08	$5.42	1,458
1994–95												
Land	$1,883	$2.24	$0.73	842	$5,521	$9.39	$3.62	588	$7,404	$5.18	$1.38	1,430
Buildings*	$18,034	$21.42	$13.70	842	$79,676	$135.50	$65.21	588	$97,709	$68.33	$24.22	1,430
Buildings†	$27,292	$32.41	$20.92	842	$133,080	$226.33	$83.09	588	$160,371	$112.15	$27.45	1,430
Equipment*	$6,547	$7.78	$5.24	842	$37,428	$63.65	$20.53	588	$43,975	$30.75	$7.70	1,430
Equipment†	$6,799	$8.07	$5.53	842	$29,864	$50.79	$5.15	588	$36,662	$25.64	$5.44	1,430
1995–96												
Land	$1,727	$2.07	$0.73	834	$5,691	$9.16	$3.37	621	$7,418	$5.10	$1.33	1,455
Buildings*	$18,656	$22.37	$14.27	834	$80,863	$130.21	$62.63	621	$99,519	$68.40	$24.63	1,455
Buildings†	$26,254	$31.48	$20.23	834	$139,901	$225.28	$78.32	621	$166,155	$114.20	$26.54	1,455
Equipment*	$6,615	$7.93	$4.99	834	$37,461	$60.32	$18.80	621	$44,076	$30.29	$7.51	1,455
Equipment†	$6,312	$7.57	$4.84	834	$31,543	$50.79	$4.84	621	$37,855	$26.02	$4.84	1,455
1996–97												
Land	$1,744	$2.07	$0.73	844	$5,837	$9.35	$3.54	624	$7,581	$5.16	$1.35	1,468
Buildings*	$19,522	$23.13	$14.69	844	$88,449	$141.74	$66.91	624	$107,971	$73.55	$25.50	1,468
Buildings†	$26,691	$31.62	$20.00	844	$145,582	$233.30	$77.03	624	$172,273	$117.35	$25.30	1,468
Equipment*	$6,766	$8.02	$5.01	844	$38,077	$61.02	$19.06	624	$44,842	$30.55	$7.58	1,468
Equipment†	$6,371	$7.55	$4.88	844	$32,343	$51.83	$4.55	624	$38,714	$26.37	$4.85	1,468
Percent Change 1991–92 to 1996–97												
Land	1.0%	-7.3%	3.4%	N/A	10.1%	2.7%	-0.4%	N/A	7.9%	-0.3%	-3.5%	N/A
Buildings*	24.2%	17.6%	12.1%	N/A	20.8%	13.1%	8.8%	N/A	21.4%	14.4%	12.5%	N/A
Buildings†	9.5%	-11.3%	-15.6%	N/A	18.5%	-11.7%	-39.5%	N/A	17.0%	-8.4%	-34.2%	N/A
Equipment*	16.9%	11.2%	2.4%	N/A	6.9%	2.3%	1.5%	N/A	8.3%	3.3%	2.5%	N/A
Equipment†	8.5%	-17.0%	-20.6%	N/A	23.3%	-23.5%	-73.6%	N/A	20.6%	-15.1%	-35.0%	N/A

*Book value †Replacement value

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TABLE 5.7A ■ AVERAGE TUITION AND FEES BY TYPE OF INSTITUTION IN CURRENT DOLLARS: 1976–77 TO 1997–98

■ Source: National Center for Education Statistics 1999b

	Community Colleges			Four-Year Colleges		
Academic Year	Public	Independent	Total	Public	Independent	Total
1976–77	$283	$1,592	$346	$617	$2,534	$1,218
1977–78	$306	$1,706	$378	$655	$2,700	$1,291
1978–79	$327	$1,831	$411	$688	$2,958	$1,397
1979–80	$355	$2,062	$451	$738	$3,225	$1,513
1980–81	$391	$2,413	$526	$804	$3,617	$1,679
1981–82	$434	$2,605	$590	$909	$4,113	$1,907
1982–83	$473	$3,008	$675	$1,031	$4,639	$2,139
1983–84	$528	$3,099	$730	$1,148	$5,093	$2,344
1984–85	$584	$3,485	$821	$1,228	$5,556	$2,567
1985–86	$641	$3,672	$888	$1,318	$6,121	$2,784
1986–87	$660	$3,684	$897	$1,414	$6,658	$3,042
1987–88	$706	$4,161	$809	$1,537	$7,119	$3,201
1988–89	$730	$4,817	$979	$1,646	$7,722	$3,472
1989–90	$756	$5,196	$978	$1,780	$8,396	$3,800
1990–91	$824	$5,570	$1,087	$1,888	$9,083	$4,009
1991–92	$937	$5,752	$1,186	$2,119	$9,775	$4,399
1992–93	$1,025	$6,059	$1,276	$2,349	$10,294	$4,752
1993–94	$1,125	$6,370	$1,399	$2,537	$10,952	$5,119
1994–95	$1,192	$6,914	$1,488	$2,681	$11,481	$5,391
1995–96	$1,239	$7,094	$1,522	$2,848	$12,243	$5,786
1996–97	$1,276	$7,236	$1,543	$2,987	$12,881	$6,118
1997–98	$1,318	$7,536	$1,582	$3,110	$13,392	$6,329
Percent Change						
1976–77 to 1997–98	366%	373%	357%	404%	428%	420%
1987–88 to 1997–98	87%	81%	96%	102%	88%	98%
1992–93 to 1997–98	29%	24%	24%	32%	30%	33%

- **While average community college tuition and fees have increased faster than the rate of inflation, they have increased at a slower pace than those at public four-year colleges.**

TABLE 5.7B ■ AVERAGE TUITION AND FEES BY TYPE OF INSTITUTION IN CONSTANT 1997–98 DOLLARS: 1976–77 TO 1997–98

■ Source: National Center for Education Statistics 1999b

	Community Colleges			Four-Year Colleges		
Academic Year	**Public**	**Independent**	**Total**	**Public**	**Independent**	**Total**
1976–77	$774	$4,352	$946	$1,687	$6,927	$3,329
1977–78	$782	$4,362	$967	$1,675	$6,904	$3,301
1978–79	$760	$4,256	$955	$1,599	$6,876	$3,248
1979–80	$727	$4,221	$923	$1,511	$6,602	$3,097
1980–81	$720	$4,441	$968	$1,480	$6,657	$3,090
1981–82	$741	$4,445	$1,007	$1,551	$7,018	$3,254
1982–83	$778	$4,950	$1,111	$1,697	$7,634	$3,520
1983–84	$836	$4,904	$1,155	$1,817	$8,059	$3,709
1984–85	$890	$5,314	$1,252	$1,872	$8,472	$3,914
1985–86	$953	$5,459	$1,320	$1,959	$9,099	$4,139
1986–87	$956	$5,335	$1,299	$2,048	$9,643	$4,406
1987–88	$982	$5,787	$1,125	$2,138	$9,901	$4,452
1988–89	$969	$6,396	$1,300	$2,185	$10,253	$4,610
1989–90	$957	$6,581	$1,239	$2,254	$10,633	$4,813
1990–91	$991	$6,701	$1,308	$2,271	$10,927	$4,823
1991–92	$1,094	$6,715	$1,385	$2,474	$11,411	$5,135
1992–93	$1,161	$6,863	$1,445	$2,661	$11,661	$5,383
1993–94	$1,242	$7,033	$1,545	$2,801	$12,091	$5,652
1994–95	$1,280	$7,422	$1,597	$2,878	$12,325	$5,787
1995–96	$1,294	$7,411	$1,590	$2,975	$12,790	$6,045
1996–97	$1,298	$7,358	$1,569	$3,037	$13,098	$6,221
1997–98	$1,318	$7,536	$1,582	$3,110	$13,392	$6,329
Percent Change						
1976–77 to 1997–98	70%	73%	67%	84%	93%	90%
1987–88 to 1997–98	34%	30%	41%	45%	35%	42%
1992–93 to 1997–98	14%	10%	9%	17%	15%	18%

TABLE 5.8A ■ AVERAGE IN-STATE TUITION FOR PUBLIC COMMUNITY COLLEGES IN CURRENT DOLLARS: 1993–94 TO 1997–98

■ Source: National Center for Education Statistics 1995, 1996, and 1999b

	Tuition						
State	1993–94	1994–95	1995–96	1996–97	1997–98	Change 1993–94 to 1997–98	Cost for Degree [1]
Alabama	$1,107	$1,132	$1,316	$1,359	$1,343	21.3%	$2,702
Alaska	$1,268	$1,320	$2,120	$1,850	$1,900	49.8%	$3,750
Arizona	$725	$735	$764	$783	$820	13.1%	$1,603
Arkansas	$842	$884	$912	$937	$942	11.9%	$1,879
California	$345	$365	$361	$371	$379	9.9%	$750
Colorado	$1,201	$1,282	$1,340	$1,395	$1,449	20.6%	$2,844
Connecticut	$1,398	$1,520	$1,646	$1,722	$1,814	29.8%	$3,536
Delaware	N/A	$1,266	$1,266	$1,330	$1,380	N/A	N/A
Florida	$1,074	$1,113	$1,103	$1,151	$1,252	16.6%	$2,403
Georgia	$974	$1,023	$1,060	$1,093	$1,153	18.4%	$2,246
Hawaii	$480	$500	$524	$789	$956	99.2%	$1,745
Idaho	$914	$991	$991	$1,043	$1,102	20.6%	$2,145
Illinois	$1,134	$1,193	$1,232	$1,290	$1,347	18.8%	$2,637
Indiana	$1,743	$1,848	$1,928	$2,331	$2,415	38.6%	$4,746
Iowa	$1,615	$1,700	$1,785	$1,845	$1,885	16.7%	$3,730
Kansas	$982	$1,051	$1,133	$1,248	$1,285	30.9%	$2,533
Kentucky	$966	$1,088	$1,124	$1,215	$1,232	27.5%	$2,447
Louisiana	$955	$1,023	$1,026	$1,047	$1,080	13.1%	$2,127
Maine	$1,907	$2,151	$2,376	$2,545	$2,594	36.0%	$5,139
Maryland	$1,676	$1,843	$1,969	$2,102	$2,171	29.5%	$4,273
Massachusetts	$2,344	$2,437	$2,361	$2,341	$2,221	-5.2%	$4,562
Michigan	$1,357	$1,436	$1,527	$1,576	$1,618	19.2%	$3,194
Minnesota	$1,845	$1,965	$2,050	$2,187	$2,245	21.7%	$4,432
Mississippi	$937	$938	$941	$954	$958	2.2%	$1,912
Missouri	$1,138	$1,204	$1,252	$1,281	$1,311	15.2%	$2,592
Montana	$1,162	$1,376	$1,516	$1,610	$1,713	47.4%	$3,323

- **In most states, community college tuition costs less than one high-end personal computer.**

State	Tuition 1993–94	1994–95	1995–96	1996–97	1997–98	Change 1993–94 to 1997–98	Cost for Degree [1]
Nebraska	$1,088	$1,102	$1,132	$1,227	$1,267	16.5%	$2,494
Nevada	$817	$843	$974	$1,010	$1,106	35.4%	$2,116
New Hampshire	$2,259	$2,316	$2,419	$2,858	$3,177	40.6%	$6,035
New Jersey	$1,540	$1,754	$1,880	$1,949	$2,033	32.0%	$3,982
New Mexico	$620	$675	$674	$659	$679	9.5%	$1,338
New York	$2,112	$2,151	$2,426	$2,519	$2,576	22.0%	$5,095
North Carolina	$578	$582	$581	$581	$584	1.0%	$1,165
North Dakota	$1,637	$1,689	$1,697	$1,783	$1,798	9.8%	$3,581
Ohio	$2,088	$2,166	$2,266	$2,335	$2,388	14.4%	$4,723
Oklahoma	$1,107	$1,149	$1,253	$1,268	$1,285	16.1%	$2,553
Oregon	$1,185	$1,322	$1,342	$1,526	$1,573	32.7%	$3,099
Pennsylvania	$1,672	$1,755	$1,906	$2,013	$2,098	25.5%	$4,111
Rhode Island	$1,546	$1,686	$1,726	$1,736	$1,746	12.9%	$3,482
South Carolina	$1,058	$1,048	$1,066	$1,114	$1,162	9.8%	$2,276
South Dakota	$2,640	$3,430	$3,430	$3,430	$3,930	48.9%	$7,360
Tennessee	$950	$976	$1,022	$1,047	$1,133	19.3%	$2,180
Texas	$625	$689	$768	$791	$820	31.2%	$1,611
Utah	$1,289	$1,340	$1,390	$1,390	$1,439	11.6%	$2,829
Vermont	$2,726	$2,196	$2,370	$2,516	$2,616	-4.0%	$5,132
Virginia	$1,332	$1,384	$1,433	$1,466	$1,475	10.7%	$2,941
Washington	$1,143	$1,313	$1,370	$1,447	$1,516	32.6%	$2,963
West Virginia	$1,237	$1,303	$1,319	$1,373	$1,404	13.5%	$2,777
Wisconsin	$1,527	$1,682	$1,835	$1,947	$2,061	35.0%	$4,008
Wyoming	$874	$892	$948	$1,048	$1,157	32.4%	$2,205
Total	$1,125	$1,192	$1,239	$1,276	$1,318	17.2%	$2,594

1. Based on full-time enrollment two consecutive years (1996–97 and 1997–98).

TABLE 5.8B ■ AVERAGE IN-STATE TUITION FOR PUBLIC COMMUNITY COLLEGES IN CONSTANT 1997–98 DOLLARS: 1993–94 TO 1997–98

■ Source: National Center for Education Statistics 1995, 1996, and 1999b

	Tuition						
State	1993–94	1994–95	1995–96	1996–97	1997–98	Change 1993–94 to 1997–98	Cost for Degree [1]
Alabama	$1,222	$1,215	$1,375	$1,382	$1,343	9.9%	$2,725
Alaska	$1,400	$1,417	$2,215	$1,881	$1,900	35.7%	$3,781
Arizona	$800	$789	$798	$796	$820	2.4%	$1,616
Arkansas	$930	$949	$953	$953	$942	1.3%	$1,895
California	$381	$392	$377	$377	$379	-0.5%	$756
Colorado	$1,326	$1,376	$1,400	$1,419	$1,449	9.3%	$2,868
Connecticut	$1,543	$1,632	$1,720	$1,751	$1,814	17.5%	$3,565
Delaware	N/A	$1,359	$1,323	$1,352	$1,380	N/A	N/A
Florida	$1,186	$1,195	$1,152	$1,170	$1,252	5.6%	$2,422
Georgia	$1,075	$1,098	$1,107	$1.111	$1,153	7.2%	$2,264
Hawaii	$530	$537	$547	$802	$956	80.4%	$1,758
Idaho	$1,009	$1,064	$1,035	$1,061	$1,102	9.2%	$2,163
Illinois	$1,252	$1,281	$1,287	$1.312	$1,347	7.6%	$2,659
Indiana	$1,924	$1,984	$2,014	$2,370	$2,415	25.5%	$4,785
Iowa	$1,783	$1,825	$1,865	$1,876	$1,885	5.7%	$3,761
Kansas	$1,084	$1,128	$1,184	$1,269	$1,285	18.5%	$2,554
Kentucky	$1,067	$1,168	$1,174	$1.236	$1,232	15.5%	$2,468
Louisiana	$1,054	$1,098	$1,072	$1,065	$1,080	2.4%	$2,145
Maine	$2,105	$2,309	$2,482	$2,588	$2,594	23.2%	$5,182
Maryland	$1,850	$1,979	$2,057	$2,137	$2,171	17.3%	$4,308
Massachusetts	$2,588	$2,616	$2,467	$2,381	$2,221	-14.2%	$4,602
Michigan	$1,498	$1,542	$1,595	$1,603	$1,618	8.0%	$3,221
Minnesota	$2,037	$2,109	$2,142	$2.224	$2,245	10.2%	$4,469
Mississippi	$1,034	$1,007	$983	$970	$958	-7.4%	$1,928
Missouri	$1,256	$1,293	$1,308	$1.303	$1,311	4.3%	$2,614
Montana	$1,283	$1,477	$1,584	$1,637	$1,713	33.5%	$3,350

- **Public community college tuition and fees remain the lowest in California, long noted for its commitment to access to higher education.**

	Tuition					Change 1993–94 to 1997–98	Cost for Degree [1]
State	1993–94	1994–95	1995–96	1996–97	1997–98		
Nebraska	$1,201	$1,183	$1,183	$1,248	$1,267	5.5%	$2,515
Nevada	$902	$905	$1,018	$1,027	$1,106	22.6%	$2,133
New Hampshire	$2,494	$2,486	$2,527	$2,906	$3,177	27.4%	$6,083
New Jersey	$1,700	$1,883	$1,964	$1,982	$2,033	19.6%	$4,015
New Mexico	$685	$725	$704	$670	$679	-0.8%	$1,349
New York	$2,332	$2,309	$2,534	$2,562	$2,576	10.5%	$5,138
North Carolina	$638	$625	$607	$591	$584	-8.5%	$1,175
North Dakota	$1,807	$1,813	$1,773	$1,813	$1,798	-0.5%	$3,611
Ohio	$2,305	$2,325	$2,367	$2,374	$2,388	3.6%	$4,762
Oklahoma	$1,222	$1,233	$1,309	$1,289	$1,285	5.1%	$2,574
Oregon	$1,308	$1,419	$1,402	$1,552	$1,573	20.2%	$3,125
Pennsylvania	$1,846	$1,884	$1,991	$2,047	$2,098	13.7%	$4,145
Rhode Island	$1,707	$1,810	$1,803	$1,765	$1,746	2.3%	$3,511
South Carolina	$1,168	$1,125	$1,114	$1,133	$1,162	-0.5%	$2,295
South Dakota	$2,915	$3,682	$3,583	$3,488	$3,930	34.8%	$7,418
Tennessee	$1,049	$1,048	$1,068	$1,065	$1,133	8.0%	$2,198
Texas	$690	$740	$802	$804	$820	18.8%	$1,624
Utah	$1,423	$1,439	$1,452	$1,413	$1,439	1.1%	$2,852
Vermont	$3,010	$2,357	$2,476	$2,558	$2,616	-13.1%	$5,174
Virginia	$1,471	$1,486	$1,497	$1,491	$1,475	0.3%	$2,966
Washington	$1,262	$1,410	$1,431	$1,471	$1,516	20.1%	$2,987
West Virginia	$1,366	$1,399	$1,378	$1,396	$1,404	2.8%	$2,800
Wisconsin	$1,686	$1,806	$1,917	$1,980	$2,061	22.3%	$4,041
Wyoming	$965	$958	$990	$1,066	$1,157	19.9%	$2,223
Total	$1,242	$1,280	$1,294	$1,298	$1,318	6.1%	$2,616

1. Based on full-time enrollment two consecutive years (1996–97 and 1997–98).

- **The share of federal student financial aid that community college students receive in the form of Pell Grants substantially increased between 1985–86 and 1996–97. The share of funds public community college students receive from other federal student financial aid programs remained constant or decreased slightly over the same period.**

TABLE 5.9 ■ PUBLIC COMMUNITY COLLEGE SHARE OF FEDERAL STUDENT FINANCIAL AID: 1985–86 TO 1996–97

■ Source: The College Board 1998

	1985–86	1986–87	1987–88	1988–89	1989–90	1990–91	1991–92	1992–93	1993–94	1994–95	1995–96	1996–97
Pell Grants	18.8%	18.7%	18.5%	19.7%	21.1%	22.6%	24.3%	25.7%	30.0%	32.7%	32.7%	33.0%
Campus Based [1]	9.8%	9.7%	9.0%	8.9%	8.8%	9.2%	9.3%	9.7%	9.6%	9.7%	9.6%	9.8%
Stafford Loans [2]	8.5%	11.4%	8.0%	5.8%	5.7%	5.8%	6.3%	6.3%	6.2%	6.2%	6.1%	5.9%
PLUS [3]	3.2%	2.6%	3.1%	3.0%	3.4%	3.6%	3.7%	2.9%	1.6%	1.4%	1.4%	1.2%

1. Includes College Work Study and other federal aid distributed by the college.
2. Includes Subsidized Stafford Loans only from 1992–93 to 1996–97.
3. Parent Loans to Undergraduate Students, an unsubsidized, non-need-based loan.

FIGURE 5.6 ■ FEDERAL PELL GRANT FUNDS BY TYPE OF INSTITUTION: 1996–97

■ Source: The College Board 1998

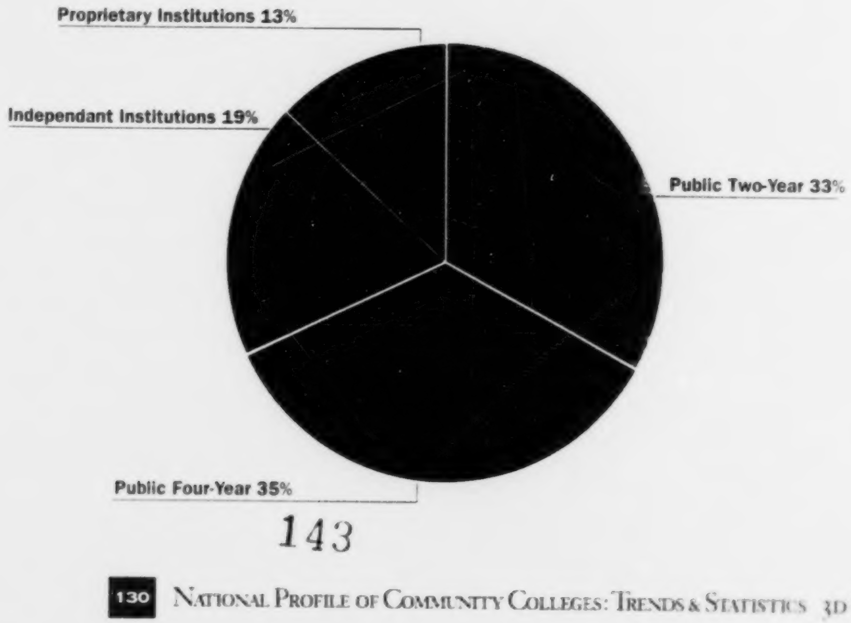
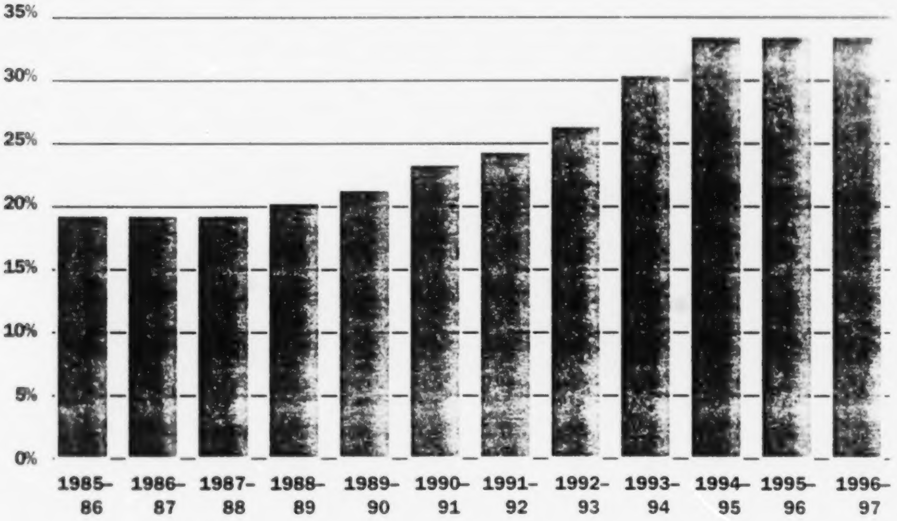


FIGURE 5.7 ■ PUBLIC COMMUNITY COLLEGE SHARE OF PELL GRANT DOLLARS: 1985–86 TO 1996–97

■ Source: The College Board 1998



- The maximum Pell Grant award funded by Congress has generally increased since the program began in 1973–74. After correcting for the effect of inflation, however, the real value of the Pell Grant was at its peak in the 1985–86 academic year.

TABLE 5.10 ■ AUTHORIZED AND ACTUAL PELL GRANT MAXIMUM AWARD IN CURRENT AND CONSTANT 1997–98 DOLLARS: 1973–74 AND 1997–98

- Source: The College Board 1998

	Authorized Maximum		Actual Maximum	
Year	Current Dollars	Constant Dollars	Current Dollars	Constant Dollars
1973–74	$1,400	$4,784	$452	$1,545
1974–75	$1,400	$4,321	$1,050	$3,241
1975–76	$1,400	$4,058	$1,400	$4,058
1976–77	$1,400	$3,827	$1,400	$3,827
1977–78	$1,800	$4,603	$1,400	$3,580
1978–79	$1,800	$4,184	$1,600	$3,719
1979–80	$1,800	$3,685	$1,800	$3,685
1980–81	$1,800	$3,313	$1,750	$3,221
1981–82	$1,900	$3,242	$1,670	$2,850
1982–83	$2,100	$3,456	$1,800	$2,962
1983–84	$2,300	$3,640	$1,800	$2,848
1984–85	$2,500	$3,812	$1,900	$2,897
1985–86	$2,600	$3,865	$2,100	$3,122
1986–87	$2,600	$3,766	$2,100	$3,041
1987–88	$2,300	$3,199	$2,100	$2,921
1988–89	$2,500	$3,319	$2,200	$2,921
1989–90	$2,700	$3,419	$2,300	$2,913
1990–91	$2,900	$3,489	$2,300	$2,767
1991–92	$3,100	$3,619	$2,400	$2,802
1992–93	$3,100	$3,512	$2,400	$2,719
1993–94	$3,700	$4,085	$2,300	$2,539
1994–95	$3,900	$4,187	$2,300	$2,469
1995–96	$4,100	$4,283	$2,340	$2,445
1996–97	$4,300	$4,373	$2,470	$2,512
1997–98	$4,500	$4,500	$2,700	$2,700

FIGURE 5.8 ■ ACTUAL AND AUTHORIZED PELL GRANTS IN CURRENT AND CONSTANT 1997–98 DOLLARS: 1973–74 TO 1997–98

■ Source: The College Board 1998

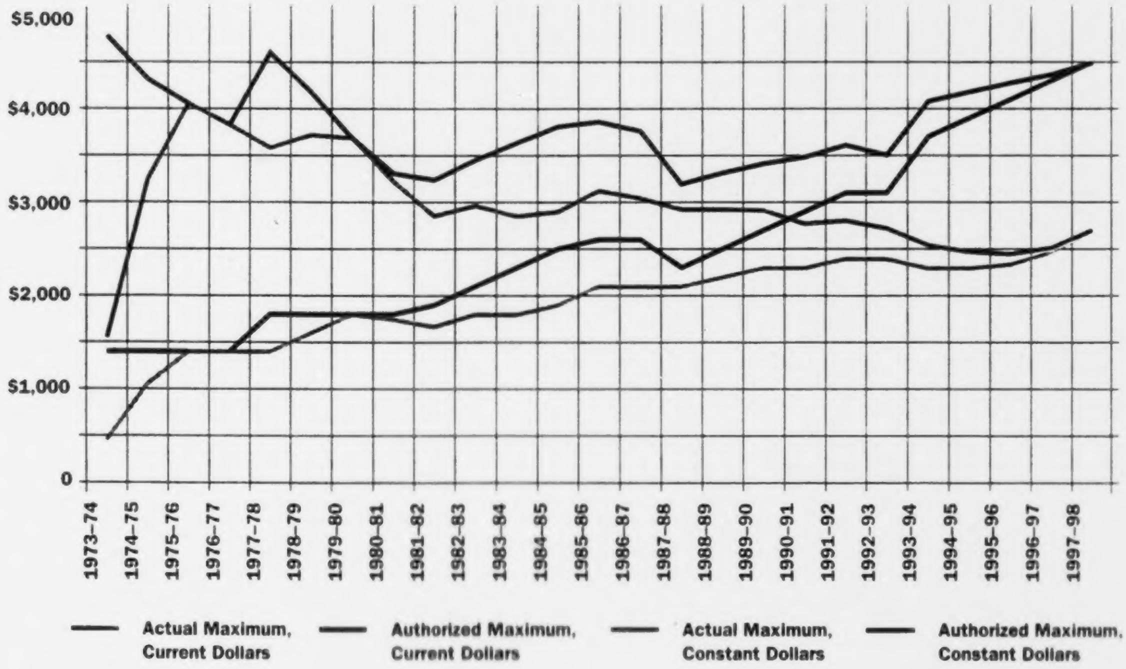


TABLE 5.11A ■ AVERAGE AMOUNT OF FINANCIAL AID STUDENTS RECEIVE BY TYPE OF AID, DEPENDENCY STATUS, AND ENROLLMENT INTENSITY FIRST TERM: 1995–96

■ **Source: National Center for Education Statistics 1999h**

	Any Aid	Total Federal Aid	Pell Grant	Federal Loans	Total Campus-Based Federal Aid	Total Institutional Aid	Total State Aid	Total Merit-Only Grants and Scholarships
Dependent [1]								
Enrolled Full-Time								
Public community college	$2,086	$2,139	$1,566	$2,186	$881	$906	$1,002	$929
Public 4-year	$5,249	$4,607	$1,633	$3,581	$1,632	$2,431	$1,851	$2,447
Independent less than 4-year	$5,385	$4,278	$1,519	$3,150	$1,121	$2,039	$2,401	$1,815
Independent 4-year	$10,623	$6,178	$1,637	$4,052	$2,042	$5,902	$2,095	$4,357
Other	$4,980	$4,431	$1,421	$3,186	$1,235	$2,514	$1,686	$2,338
Total	$6,384	$4,755	$1,588	$3,603	$1,758	$4,035	$1,840	$3,151
Enrolled Part-Time, but Equal or Greater than Half-Time								
Public community college	$1,512	$1,721	$1,241	—[2]	—[2]	$680	$898	—[2]
Public 4-year	$4,930	$4,730	$1,572	$3,891	$1,544	$2,087	$1,781	$3,148
Independent less than 4-year	—[2]	—[2]	—[2]	—[2]	—[2]	—[2]	—[2]	—[2]
Independent 4-year	$6,600	$5,081	$1,482	$4,108	$1,297	$3,667	$2,082	—[2]
Other	$3,861	$3,903	$1,269	$3,315	$1,221	$1,127	$799	—[2]
Total	$3,924	$3,833	$1,390	$3,617	$1,285	$1,878	$1,518	$2,498
Enrolled Less than Half-Time								
Public community college	$1,251	$2,069	$1,511	—[2]	—[2]	$404	—[2]	—[2]
Public 4-year	$4,748	$4,587	$1,627	$3,888	$1,512	$2,472	$1,606	$3,677
Independent less than 4-year	—[2]	—[2]	—[2]	—[2]	—[2]	—[2]	—[2]	—[2]
Independent 4-year	$8,551	$6,269	$1,737	$4,308	$1,800	$4,991	$2,382	$5,347
Other	$4,385	$4,259	$1,360	$3,822	—[2]	—[2]	—[2]	—[2]
Total	$4,242	$4,301	$1,551	$3,778	$1,510	$2,482	$1,511	$3,529
Independent [1]								
Enrolled Full-Time								
Public community college	$2,638	$2,595	$1,538	$3,357	$843	$640	$796	—[2]
Public 4-year	$6,430	$5,646	$1,689	$5,095	$1,447	$1,616	$1,565	$2,183
Independent less than 4-year	$5,330	$4,511	$1,532	$4,925	$1,031	$1,267	$2,859	$2,980
Independent 4-year	$8,150	$6,525	$1,758	$5,939	$1,590	$2,999	$2,144	$2,456
Other	$4,973	$4,496	$1,477	$4,505	$784	$1,409	$2,481	$1,005
Total	$5,080	$4,599	$1,585	$4,818	$1,161	$1,661	$1,689	$1,884

- **In 1995–96, the average amount of student financial aid received by public community college students was $1,890. The average for students attending independent, not-for-profit four-year colleges was $8,944.**

- **Average aid awards tend to be higher for students who take more courses, and higher for financially independent students than for dependent students.**

	Any Aid	Total Federal Aid	Pell Grant	Federal Loans	Total Campus-Based Federal Aid	Total Institutional Aid	Total State Aid	Total Merit-Only Grants and Scholarships
Enrolled Part-Time, but Equal or Greater than Half-Time								
Public community college	$1,827	$2,266	$1,238	$3,097	$843	$345	$692	—[2]
Public 4-year	$4,698	$5,108	$1,405	$5,059	$1,470	$1,313	$1,064	—[2]
Independent less than 4-year	$3,747	$3,364	$979	$3,620	—[2]	$948	$1,719	—[2]
Independent 4-year	$4,971	$5,240	$1,374	$5,421	$1,126	$2,015	$1,859	—[2]
Other	$3,859	$3,673	$1,329	$3,733	$684	$1,056	$1,054	$1,101
Total	$3,310	$3,746	$1,308	$4,394	$1,024	$940	$1,012	$953
Enrolled Less than Half-Time								
Public community college	$1,107	$2,230	$1,162	$3,079	$907	$243	$607	—[2]
Public 4-year	$2,927	$4,729	$1,397	$4,618	$1,323	$954	$1,145	—[2]
Independent less than 4-year	$1,806	—[2]	—[2]	—[2]	—[2]	—[2]	—[2]	—[2]
Independent 4-year	$3,581	$5,270	$1,328	$5,389	$1,449	$2,105	$1,740	—[2]
Other	$3,214	$3,627	$1,048	$4,185	—[2]	$503	—[2]	—[2]
Total	$1,960	$3,360	$1,201	$4,154	$1,087	$733	$1,020	$1,049
Total, All Students								
Public community college	$1,890	$2,294	$1,414	$2,840	$840	$571	$815	$790
Public 4-year	$5,244	$4,902	$1,610	$4,127	$1,546	$2,171	$1,691	$2,508
Independent less than 4-year	$4,845	$4,141	$1,505	$4,121	$1,023	$1,532	$2,510	$2,148
Independent 4-year	$8,944	$6,078	$1,632	$4,490	$1,908	$5,166	$2,092	$4,073
Other	$4,618	$4,272	$1,410	$3,898	$964	$1,714	$2,053	$1,817
Total	$4,926	$4,430	$1,510	$4,037	$1,460	$2,928	$1,647	$2,899

1. Student dependency status is based on federal financial aid criteria (see glossary, page 155).
2. Too few sample observations for a reliable estimate.

TABLE 5.11B ■ PERCENTAGE OF STUDENTS RECEIVING FINANCIAL AID BY TYPE OF AID, DEPENDENCY STATUS, AND ENROLLMENT INTENSITY FIRST TERM: 1995–96

■ Source: National Center for Education Statistics 1999h

	Any Aid	Total Federal Aid	Pell Grant	Federal Loans	Total Campus-Based Federal Aid	Total Institutional Aid	Total State Aid	Total Merit-Only Grants and Scholarships
Dependent [1]								
Enrolled Full-Time								
Public community college	36.0	23.6	16.7	9.2	3.4	12.0	8.1	5.5
Public 4-year	60.6	47.3	21.3	39.3	11.7	20.2	16.8	8.9
Independent less than 4-year	74.3	60.9	28.5	46.8	13.7	36.3	22.2	15.2
Independent 4-year	76.9	59.7	21.7	53.2	32.0	58.5	26.4	21.7
Other	72.6	66.5	36.9	52.4	15.1	14.2	10.8	4.3
Total	59.8	46.4	21.7	36.6	14.8	26.8	16.5	10.7
Enrolled Part-Time, but Equal or Greater than Half-Time								
Public community college	19.8	12.0	9.1	3.7	1.4	7.1	3.9	1.3
Public 4-year	41.3	30.3	14.4	25.2	7.3	12.4	9.9	4.5
Independent less than 4-year	33.9	25.9	8.7	24.5	1.1	5.6	10.5	0.0
Independent 4-year	54.5	38.9	19.0	31.7	17.1	29.0	17.9	7.2
Other	59.5	54.8	29.5	41.0	9.4	6.4	6.4	2.2
Total	32.9	23.7	13.3	16.1	5.2	10.4	7.1	2.9
Enrolled Less than Half-Time								
Public community college	14.4	6.1	4.3	2.3	1.3	5.8	2.7	0.8
Public 4-year	44.5	31.9	12.3	26.8	7.1	16.5	11.2	5.7
Independent less than 4-year	22.5	8.9	1.0	8.9	1.5	5.3	8.8	6.1
Independent 4-year	52.7	36.1	15.1	31.7	16.9	32.6	14.4	9.1
Other	66.8	64.4	22.6	49.7	6.3	2.7	2.1	1.8
Total	29.1	19.5	8.6	14.5	4.4	10.4	5.7	2.8
Independent [1]								
Enrolled Full-Time								
Public community college	57.5	39.5	35.6	12.2	9.7	11.2	12.8	1.4
Public 4-year	70.1	63.2	46.2	51.5	18.7	16.4	21.2	2.3
Independent less than 4-year	69.8	59.4	40.9	40.0	6.8	23.4	15.4	4.5
Independent 4-year	77.8	59.3	38.7	49.5	21.2	34.8	28.3	10.0
Other	79.0	68.3	51.6	50.0	14.2	11.0	14.4	1.0
Total	68.6	55.5	42.7	36.6	14.3	15.5	17.2	2.6

- **Full-time, financially independent students who attend public community colleges are more likely to receive financial aid than are any other type of student attending public community colleges.**

- **Less than 2 percent of students attending public community colleges receive merit-based financial aid, whereas more than 15 percent of students attending independent, not-for-profit, four-year colleges receive merit-based financial aid.**

	Any Aid	Total Federal Aid	Pell Grant	Federal Loans	Total Campus-Based Federal Aid	Total Institutional Aid	Total State Aid	Total Merit-Only Grants and Scholarships
Enrolled Part-Time, but Equal or Greater than Half-Time								
Public community college	39.6	21.5	19.2	6.5	6.1	9.6	8.7	0.6
Public 4-year	48.1	36.2	23.6	28.8	9.0	8.5	9.3	1.1
Independent less than 4-year	60.0	47.3	25.7	36.6	3.8	15.5	17.8	3.2
Independent 4-year	63.6	36.7	19.2	29.4	8.0	19.7	14.3	2.4
Other	73.7	65.3	47.5	45.5	13.8	8.8	6.5	2.2
Total	47.8	31.3	23.2	18.6	7.8	10.3	9.3	1.1
Enrolled Less than Half-Time								
Public community college	24.7	7.5	6.2	2.7	1.7	5.0	2.0	0.3
Public 4-year	32.7	14.6	9.8	11.1	4.0	5.3	4.8	0.5
Independent less than 4-year	25.0	12.5	7.9	6.6	1.9	5.9	1.9	0.6
Independent 4-year	48.7	14.7	8.0	11.8	3.2	14.5	6.7	2.2
Other	57.1	43.5	26.7	30.7	3.5	8.5	1.9	0.4
Total	29.5	10.9	7.9	6.1	2.3	6.0	2.8	0.5
Total, All Students								
Public community college	32.8	18.1	14.9	6.0	3.9	8.2	6.1	1.6
Public 4-year	55.2	42.9	23.2	35.4	10.9	15.7	14.4	5.5
Independent less than 4-year	61.9	50.9	31.3	34.6	6.9	21.3	14.5	6.2
Independent 4-year	70.7	50.8	22.1	44.3	23.5	43.5	22.2	14.6
Other	72.1	63.6	41.7	47.2	12.6	10.6	10.1	2.1
Total	49.7	35.7	21.6	25.3	9.8	15.9	11.5	4.7

1. Student dependency status is based on federal financial aid criteria (see glossary, page 155).

CHAPTER VI

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A LOOK AT THE FUTURE

A LOOK AT THE FUTURE

Historically, there has been little lag time between an economic change or population shift and its impact at community colleges. During their first century, community colleges responded adroitly to the demands of the times. When World War II veterans using the GI Bill packed campuses at the same time industries needed skilled workers to convert from armaments to consumer goods, community colleges added workforce training to their academic repertoire. When the optimism of the 1960s made education the preferred method of remedying social inequities, hundreds of community colleges were built to accommodate new students.

Technology is the driving force behind the newest test of community colleges' agility. So pervasive is technology's influence that it is a factor in most of the demographic, economic, and academic challenges confronting community colleges as they plan for the future.

Technological advances make it possible for more people to live longer. As the overall population increases, community college enrollments are expected to increase. Technological innovations in the workplace are expected to continue to fuel enrollment by people seeking training or skills upgrades. Demographers predict that the maturation of post-World War II baby boomers' children will send a new influx of traditional college-age students to community colleges in the next decade.

In California, where 1.9 million students attended 106 public community colleges in 1997, enrollments are predicted to grow by 30 percent by 2005.[1] If efforts to enroll a larger proportion of the eligible population are successful, California government officials predict enrollments will grow even more. Much of the population growth in California and nationally is expected among Hispanic and black populations.

Distance learning technologies may increase community colleges' capacity without massive new building projects. Technology also may help accommodate enrollment growth, but it is not the total solution. Technology is expensive. A bad choice in software or hardware means a college is left behind. If a college waits for the technology to stabilize, it risks losing students to other higher education providers. Community colleges are charged with finding ways to integrate technology to serve more students better at a lower cost.

During the few years of its widespread use, the Internet has intensified competition in higher education by erasing the geographic boundaries that historically defined public community colleges' domains. Electronic delivery of courses has also generated faculty compensation issues and questions about intellectual property rights. These are complex issues, but Colorado Electronic Community College (CECC) and other electronic education consortiums prove they are not insurmountable.

CECC offers several distance learning options, including associate degrees by way of the Internet. Colorado's 12 community colleges jointly develop the courses and share CECC expenses. Tuition revenues are dispersed based on students' designation of their base institutions. A computer network would have been prohibitively expensive even as a joint venture, so CECC uses a commercial computer server that it pays based on usage. Enrollments have been so good that CECC broke even seven months after starting, well in advance of the three years administrators expected for revenues to cover expenses.

Technology increases the potential for people who live in remote areas to advance their education, but it also carries the risk of cutting out the low-income populations community colleges serve. Financial aid rules are more restrictive for distance education courses. For those who can afford to pay for the courses out of their pockets, accessing the Internet requires a personal computer of fairly recent vintage. Using e-mail is becoming a more common practice for on-campus classes, too, yet owning a personal computer is beyond the means of many community college students.

Cost may eventually cease to be an issue if, as some predict, the personal computer becomes as common as the telephone. But those who persist now without their own computers rely on the space available at campus computer labs, at public libraries, or on friends' machines. For them, accessing the technology that eliminates time and

place constraints on learning becomes another scheduling challenge.

Despite the difficulties involved in mastering new technologies, these skills are vital for employment. Economists Richard J. Murnane and Frank Levy report in their book *Teaching the New Basic Skills* that word processing and other computer skills are essential for attaining work that provides middle-class wages. Reading and computing at a ninth-grade level or above is also on their list of basic skills. They report that employers want people who can recognize problems and solve them by developing hypotheses and testing them; work in groups with people of diverse backgrounds; and speak and write effectively.

Because of technological advances in communication and transportation, foreign trade is growing, even among small businesses in remote corners of the nation. Consequently, more businesses are looking for people with an understanding of international issues. Faculty and student exchanges, in which some community colleges already participate, provide useful firsthand information and help dispel stereotypes. While such international programs are not available at every college, pressure is increasing for community colleges to foster an awareness of foreign cultures and the interconnected nature of the world economy.

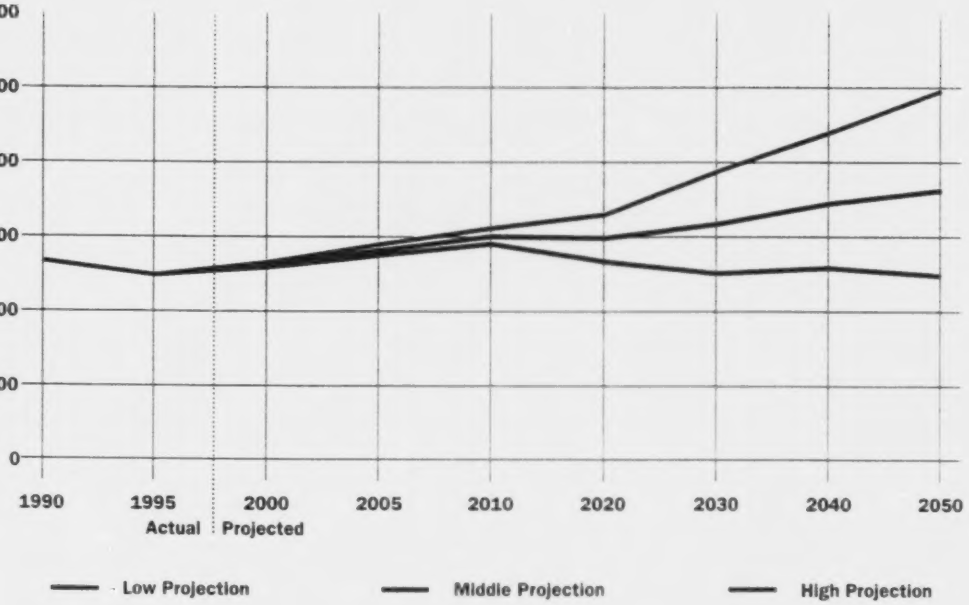
Constraints on public funds show no signs of abating, as more legislatures predicate budget increases upon performance of specific goals. Competition is pushing community colleges to consider students as customers whose instruction and services should be delivered at the time, location, and pace of the students' choosing. In turn, emphasis on students' learning is growing as employers and society expect students to demonstrate competence in what they have been taught.

The flexibility of community colleges will be tested in the future as never before. Time will tell whether the pressures upon community colleges transform them in fundamental ways or elicit minor adjustments. Community colleges' history of ingenuity and resiliency makes them strong contenders for the 21st century.

■ **The number of people aged 18 to 24 will rise through the first half of the 21st century.**

FIGURE 6.1 ■ U.S. POPULATION AGED 18 TO 24, WITH ALTERNATIVE PROJECTIONS: 1990 TO 2050 (IN THOUSANDS)

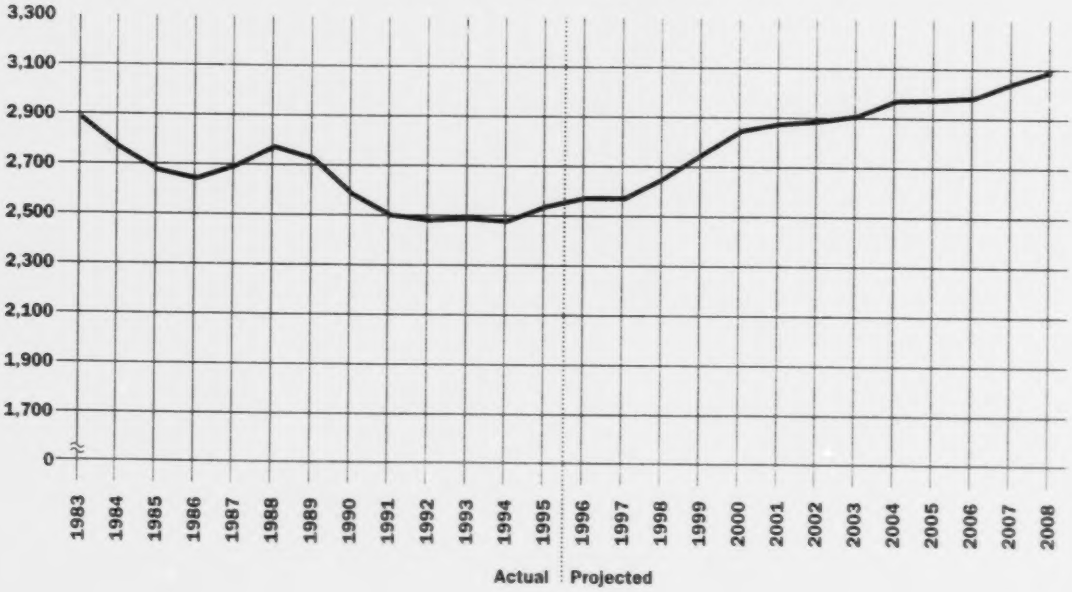
■ Source: U.S. Bureau of the Census 1996



- **The number of high school graduates is projected to continue increasing at least through 2008.**

FIGURE 6.2 ■ NUMBER OF HIGH SCHOOL GRADUATES, ACTUAL AND PROJECTED: 1983 TO 2008 (IN THOUSANDS)

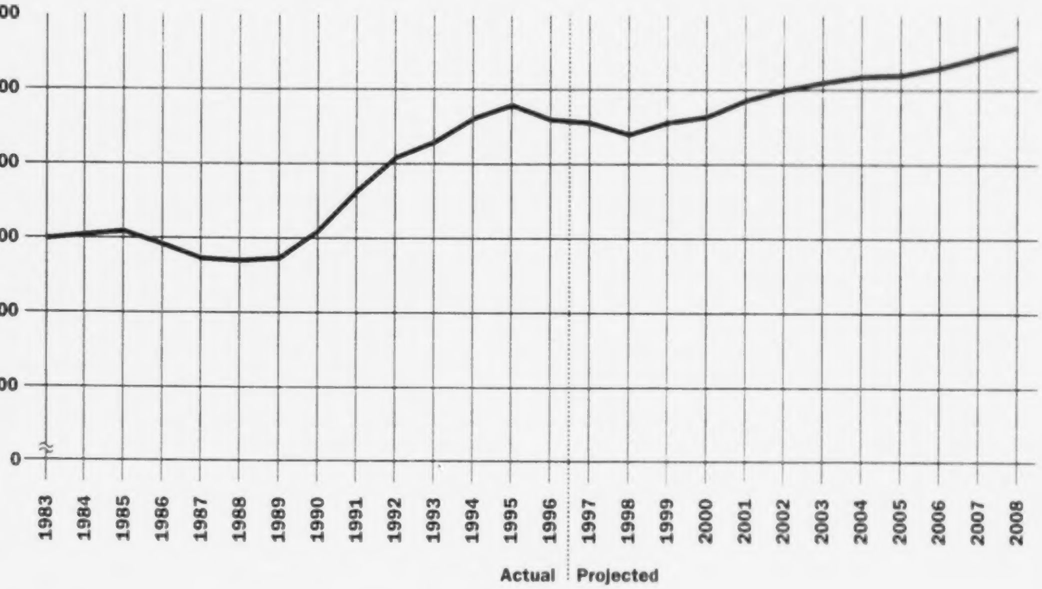
■ Source: National Center for Education Statistics 1998b



- Following a slight decline, the number of associate degrees conferred is expected to increase by 11 percent by 2007–08.

FIGURE 6.3 ■ NUMBER OF ASSOCIATE DEGREES CONFERRED, ACTUAL AND PROJECTED: 1982–83 TO 2007–08

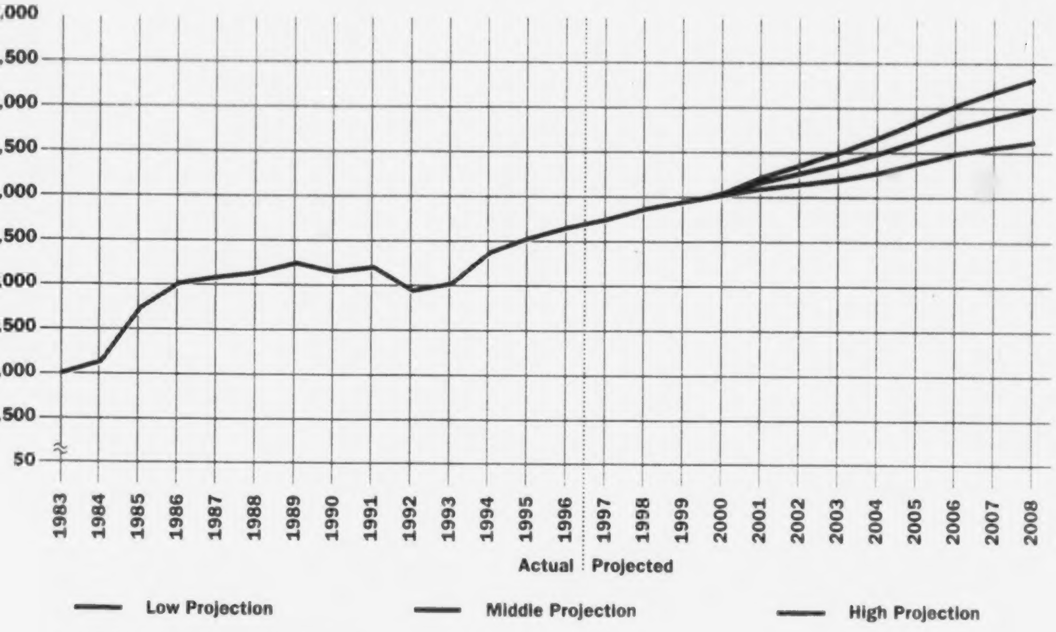
■ Source: National Center for Education Statistics 1998b



- Per-FTE-student expenditures are projected to rise faster than the cost of inflation, largely because of costs related to technology.

FIGURE 6.4 ■ EDUCATIONAL AND GENERAL EXPENDITURES[1] PER FTE PUBLIC TWO-YEAR COLLEGE STUDENT, WITH ALTERNATIVE PROJECTIONS: 1982–83 TO 2007–08

■ Source: National Center for Education Statistics 1998b



1. Amount is in constant 1995–96 dollars.

- **U.S. Department of Education enrollment projections indicate that community college enrollments will reach an all-time high in 2000.**

FIGURE 6.5 ■ FALL HEADCOUNT ENROLLMENT AT PUBLIC TWO-YEAR COLLEGES, WITH ALTERNATIVE PROJECTIONS: 1983 TO 2008 (IN THOUSANDS)

■ **Source: National Center for Education Statistics 1998b**

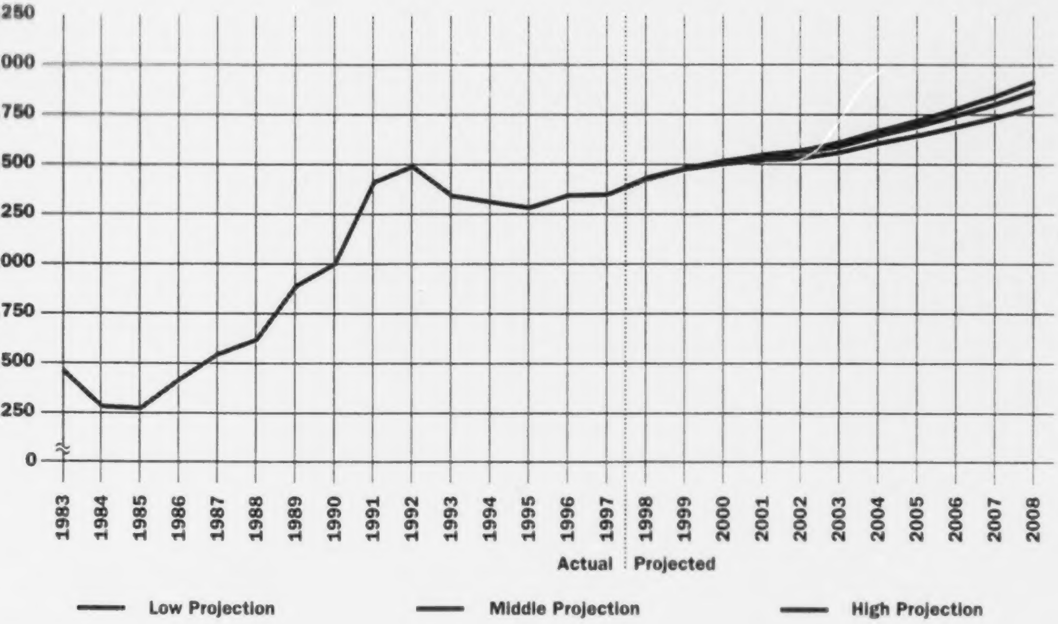
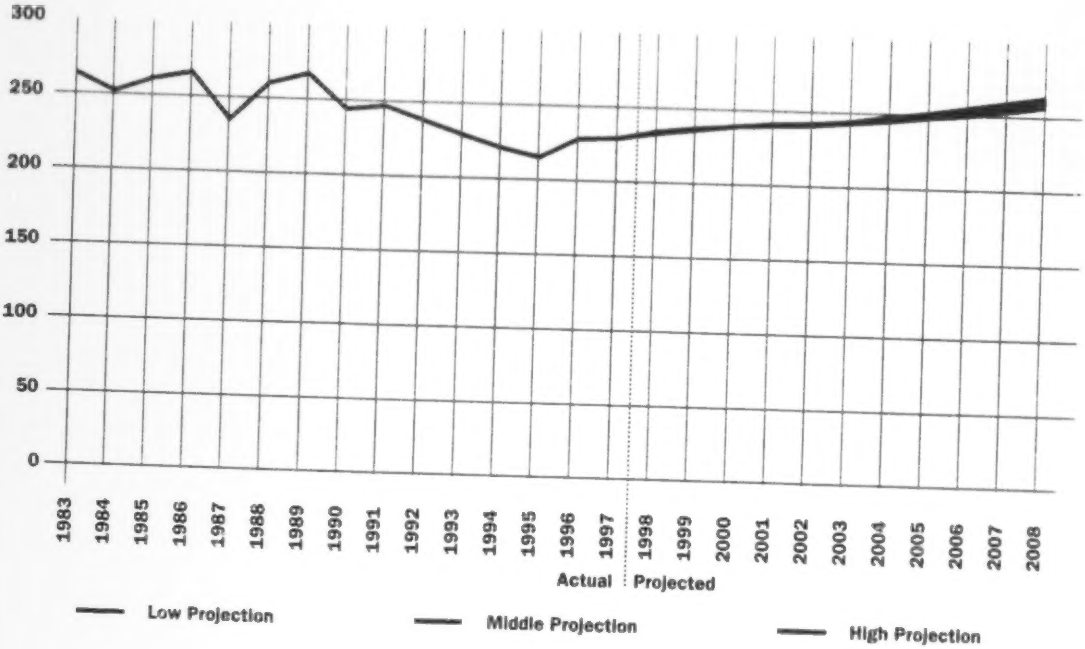


FIGURE 6.6 ■ FALL HEADCOUNT ENROLLMENT AT INDEPENDENT TWO-YEAR COLLEGES, WITH ALTERNATIVE PROJECTIONS: 1983 TO 2008 (IN THOUSANDS)

■ Source: National Center for Education Statistics 1998b



- **U.S. Department of Education enrollment projections indicate that between 1996 and 2008, four-year college enrollment will increase by 17 percent, while community college enrollment will increase by only 10 percent.**

FIGURE 6.7 ■ FALL UNDERGRADUATE HEADCOUNT ENROLLMENT, WITH PROJECTIONS, BY TYPE OF INSTITUTION: 1983 TO 2008 (IN THOUSANDS—MIDDLE ALTERNATIVE PROJECTION)

■ Source: National Center for Education Statistics 1998b

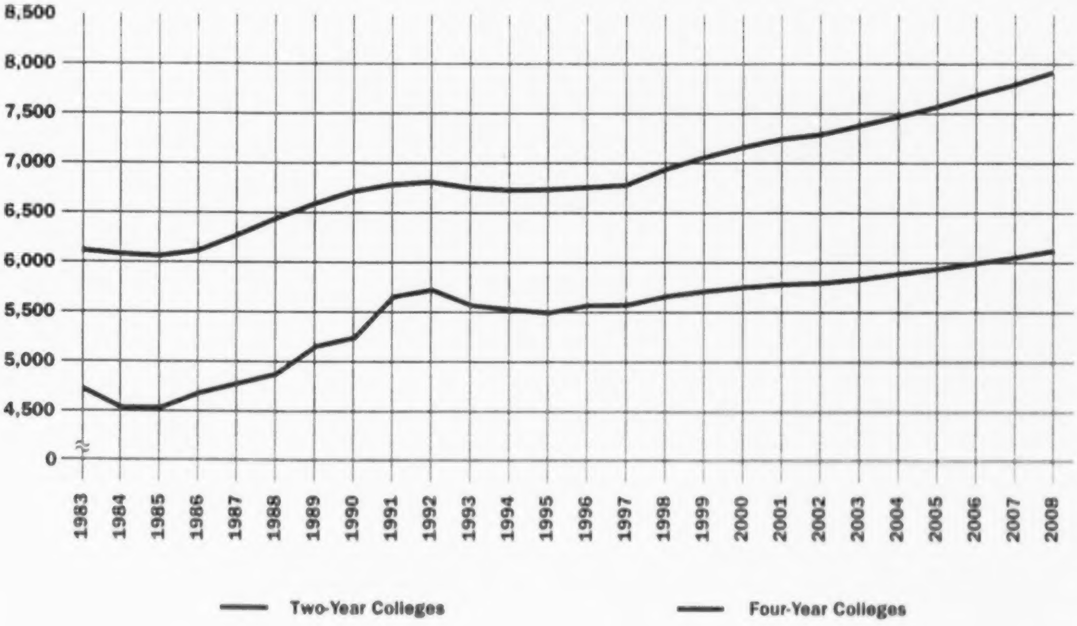


TABLE 6.1 ■ EMPLOYMENT AND TOTAL JOB OPENINGS 1996 TO 2006, AND 1996 MEDIAN WEEKLY EARNING BY EDUCATION AND TRAINING CATEGORY

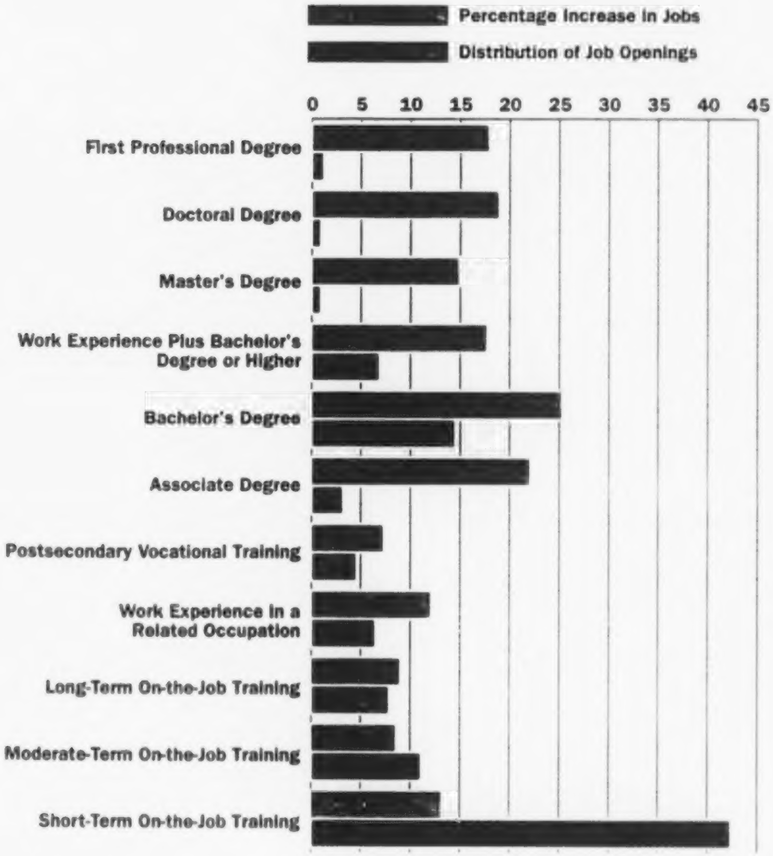
■ Source: Silvestri 1997

Education and Training Category	Employment						Total Job Openings Due to Growth and Net Replacements, 1996 to 2006[1]		1996 Median Weekly Earnings for Full-Time Workers
	Number[1]		Percent Distrination		Change				
	1996	2006	1996	2006	Number	Percent	Number	Percent Distribution	
First professional degree	1,707	2,015	1.3%	1.3%	308	18.0%	582	1.2%	$1,057
Doctoral degree	1,016	1,209	0.8%	0.8%	193	19.0%	460	0.9%	$847
Master's degree	1,371	1,577	1.0%	1.0%	206	15.0%	430	0.9%	$682
Work experience plus bachelor's degree or higher	8,971	10,568	6.8%	7.0%	1,597	17.8%	3,481	6.9%	$786
Bachelor's degree	15,821	19,838	12.0%	13.1%	4,017	25.4%	7,343	14.5%	$686
Associate degree	4,122	5,036	3.1%	3.3%	915	22.2%	1,614	3.2%	$639
Postsecondary vocational training	8,091	8,689	6.1%	5.8%	598	7.4%	2,329	4.6%	$444
Work experience in a related occupation	9,966	11,177	7.5%	7.4%	1,211	12.2%	3,285	6.5%	$534
Long-term on-the-job training	12,373	13,497	9.3%	8.9%	1,125	9.1%	3,988	7.9%	$490
Moderate-term on-the-job training	16,792	18,260	12.7%	12.1%	1,468	8.7%	5,628	11.1%	$434
Short-term on-the-job training	52,125	59,062	39.4%	39.1%	6,937	13.3%	21,422	42.4%	$337
Total, all occupations	132,352	150,927	100.0%	100.0%	18,574	14.0%	50,563	100.0%	$483

1. Numbers are in thousands.

FIGURE 6.8 ■ INCREASE IN JOB OPENINGS BY EDUCATION AND TRAINING REQUIRED: 1996 TO 2006

■ Source: Silvestri 1997



GLOSSARY

ACADEMIC SUPPORT: expenditures for support services that are an integral part of the institution's primary mission of instruction, research, or public service.

ASSOCIATE DEGREE: an award that normally requires at least two but fewer than four years of full-time-equivalent college work.

Beginning Postsecondary Student Study (BPS): a longitudinal study that followed first-time freshmen for five years. It is a subsample of the students who started college in the 1989–90 NPSAS study with the last follow-up in 1994.

BOOK VALUE (LAND, BUILDINGS, EQUIPMENT): dollar amount value as shown on the institution's accounting records. The purchased or construction cost at time of purchase, construction, or donation.

BRANCH CAMPUS: an affiliated campus of a college that is not separately accredited and does not separately offer a degree.

CAMPUS-BASED AID: student financial aid from federal, state, and local governments administered through the institution, not directly to the student. An example is College Work-Study.

CERTIFICATE: a formal award certifying the satisfactory completion of a postsecondary program.

College Work-Study: a program in which a student is paid through federal and matching institutional funds for work on the campus or on its behalf.

COMMUNITY COLLEGE (AACC DEFINITION): an institution that is accredited (or undergoing accreditation) by one of the six regional accrediting bodies and primarily offers the associate degree as the highest degree. A community college can also be a campus that offers the associate degree as the highest award but is part of a regionally accredited, baccalaureate degree–granting institution.

COMMUNITY COLLEGE (U.S. DEPARTMENT OF EDUCATION DEFINITION): an institution of higher education that is accredited by an agency recognized by the Department of Education and offers the associate degree as the highest award.

CONSTANT DOLLARS: the value of the dollar adjusted for the impact of inflation. The Consumer Price Index was used to adjust for the effects of inflation.

CURRENT DOLLARS: the actual dollar value, not adjusted for inflation.

Current Population Survey (CPS): a monthly survey of about 50,000 households conducted by the Bureau of the Census for the Bureau of Labor Statistics. Respondents are interviewed to obtain information about employment status of each member of the household aged 15 or older.

DEGREE-SEEKING STUDENTS: students enrolled in courses for credit who are recognized by the institution as seeking a degree or formal award.

DEPENDENT STUDENT: See student dependency status.

EMPLOYMENT STATUS (FACULTY AND STAFF): full-time or part-time status as determined by the institution.

ENDOWMENT VALUE: funds that are part of the college's endowments and other foundation activities.

FALL HEADCOUNT ENROLLMENT: the number of students enrolled in courses creditable toward a diploma, certificate, degree, or other formal award on October 15 (or the institution's official fall reporting date). Includes students who are part of vocational or occupational programs and students enrolled in off-campus centers.

FEDERAL AID: any student financial aid provided by the federal government.

FEDERAL REVENUE: includes both restricted and unrestricted appropriations, grants, gifts, and contracts from federal sources, except for Pell Grant dollars, which are separately reported, unless otherwise noted.

FIELD OF STUDY: the primary field of study a degree or certificate was awarded in, as classified by the institution based on guidelines developed by the U.S. Department of Education.

FIRST-TIME, FIRST-YEAR STUDENT: a student attending any institution for the first time at the undergraduate level.

FOUR-YEAR COLLEGE: a college that offers a baccalaureate or higher degree as its primary award.

FULL-TIME EMPLOYMENT: 35 or more hours per week.

FULL-TIME STUDENT: a student enrolled for 12 or more credits (24 or more contact hours a week).

FULL-YEAR, UNDUPLICATED HEADCOUNT: the number of students enrolled during the 12-month reporting period in any courses leading to a degree or other formal award, and students enrolled in courses that are part of a terminal vocational or occupational program.

INDEPENDENT (PRIVATE) COLLEGE: a college operated by privately appointed officials and which derives its funding primarily from private sources.

INDEPENDENT STUDENT: See student dependency status.

INSTITUTIONAL AID: any aid the college provides to the student to help defray the cost of attending the college.

INSTITUTIONAL SUPPORT: expenditures for day-to-day operations established to provide service and maintenance of grounds and facilities used for educational and general purposes.

INSTRUCTION: category of expenditures that includes all expenditures for instruction and instructors' salaries, including both credit and noncredit academic instruction.

INTEGRATED POSTSECONDARY EDUCATIONAL DATA SYSTEM (IPEDS): a series of surveys conducted by the U.S. Department of Education. The surveys provide aggregate data at the college level and cover topics such as enrollment, institutional finances, institutional characteristics, degree and certificate completion, staff and faculty status, faculty salaries, and, soon, student graduation and transfer activities.

INTERNATIONAL PROGRAMS: programs that deal with training individuals in countries other than the United States or programs that specialize in teaching about other countries.

LEVEL: the highest degree primarily offered by the community college, versus a four-year college.

LOCAL REVENUE: category of revenue that includes both restricted and unrestricted appropriations, grants, gifts, and local sources, unless otherwise noted.

NATIONAL POSTSECONDARY STUDENT AID STUDY (NPSAS): a survey conducted every three years by the U.S. Department of Education. Data is collected on a stratified random sample of students from all levels of postsecondary institutions eligible for student financial aid; the best source for nationally representative data on financial aid, student finances, and other individual student characteristics.

NATIONAL STUDY OF POSTSECONDARY FACULTY (NSOPF): a survey conducted every six or so years by the U.S. Department of Education. Data is collected on a stratified random sample of instructional faculty from all levels of postsecondary institutions. NSOPF is one of the best sources of information available about faculty at community colleges.

NFP: not for profit.

PART-TIME EMPLOYMENT: fewer than 35 hours per week.

PART-TIME STUDENT: a student enrolled for 11 or fewer credits (fewer than 24 contact hours a week).

PELL GRANT: federally funded grants to students based on family financial need; includes all federal Pell Grant funds received by the college.

PER CAPITA (STATE): total amount of funds divided by the total population of the state.

PERSISTENCE: whether a student is still pursuing a degree or certificate by attending a postsecondary institution.

PRIVATE GIFTS, GRANTS, AND CONTRACTS: revenues from private donors, private contracts, and foreign governments.

PUBLIC COLLEGE: a college that is operated by publicly elected or appointed officials and that derives its funding primarily from public sources.

PUBLIC SERVICE: category of funds budgeted to provide noninstructional services beneficial to groups external to the institution.

RACIAL/ETHNIC BACKGROUND: racial or ethnic category that individuals identify with, according to the terminology used by the U.S. Department of Education: black, non-Hispanic; American Indian or Alaskan native; Asian or Pacific Islander; Hispanic; white, non-Hispanic.

REMEDIAL EDUCATION: courses in reading, writing, or mathematics for college students lacking the skills necessary to perform work at the level required by the institution.

REPLACEMENT VALUE: estimated cost to replace buildings and equipment owned, rented, or used by the institution.

RESEARCH: funds spent to produce research outcomes commissioned by an agency either external to the institution or separately budgeted by an organizational unit within the institution.

SERVICE LEARNING: a program integrated into curriculum in which a student volunteers as part of his or her coursework and integrates this service activity into the learning experience.

STATE AID: any student financial aid provided by a state government.

STATE REVENUE: category of revenue that includes both restricted and unrestricted appropriations, grants, gifts, and contracts from state sources, unless otherwise noted.

STUDENT DEPENDENCY STATUS: dependency status of students according to Federal Student Financial Aid Guidelines. Students were considered independent if they met any of the following criteria:

- Student was age 24 or older as of December 31, 1995.
- Student was a veteran of the U.S. Armed Forces.
- Student was enrolled in a graduate or professional program (beyond a bachelor's degree) in 1995–96.
- Student was married.
- Student was an orphan or ward of the court.
- Student had legal dependents other than spouse.

In addition, financial aid officers may designate students who do not meet these criteria to be independent if the students can document they are in fact self-supporting.

STUDENT FINANCIAL AID: any of a wide variety of programs designed to aid a student financially to attend a postsecondary institution.

STUDENT SERVICES: expenditures for admissions, registrar activities, and activities whose primary purpose is to contribute to students' emotional and physical well-being and to their intellectual, cultural, and social development outside the context of the formal instructional program.

SUBSIDIZED LOANS: loans to students to help defray attendance costs, where interest accrual is paid for while the student is still pursuing a degree. Includes Perkins loans and some Stafford loans.

TRANSFER: academic transition in which a student stops attending one college to begin attending another, often with credits earned at the first institution transferring to apply for credit at the second institution.

TRIBAL COLLEGE: a college operated by one of the Native American nations.

TUITION AND FEES: the average annual amount an individual spends to attend classes on a full-time basis. Tuition and fees do not include books and supplies, room and board expenses, or living expenses.

UNSUBSIDIZED LOANS: loans to students to help defray attendance costs, where interest accrues to the student's loan amount while he or she is still pursuing a degree. Unsubsidized loans include PLUS, SLA, and some Stafford loans.

VIDEOCONFERENCING: using one-way or two-way video telecommunications as part of an educational experience.

WORKFORCE TRAINING: educational programs designed to increase skills needed for specific workplace jobs.

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INDEX

Page numbers in italics indicate an illustration.

A

adjunct instructors, 76–77

administrators, 76; salaries, *83, 84*. *See also* staff

age of students, *30*, 40; and employment status, *48, 49;* and enrollment, *30–35*

American Association of Community Colleges (AACC), 9, 53

appropriations, state and local, *112–113, 118*

Asian/Pacific Islander enrollment, *40, 41*

associate degrees: cost-benefit ratio to society for, 53, 54

associate degrees conferred, number of, *61–64, 145;* across various fields of study, *64–65;* expected future increases in, *145;* gender and, *67;* race/ethnicity and, *66, 67*

attendance. *See* enrollment

B

bachelor's degree, additional benefits of, 52

bachelor's degree recipients, teaching intentions of, *72*

bachelor's degrees conferred, number of, *62–63*. *See also* college degrees conferred

basic skills instruction. *See* remedial education

Brown, J. Stanley, 4

budgetary pressures, 8

businesses, benefits of community college education to, 54

C

California, 129, 140

certificates conferred, number of: across various fields of study, *64–65;* gender, race/ethnicity and, *67;* high school, *62–63*

certification programs, 24

childcare, 79

classes, scheduling of: flexibility in, 24

college-age population, future size of, *143*

college degrees conferred, number of, *61;* across various fields of study, *64;* across various states, *62–63*

college(s): endowment value and yield, *120–121;* students who attend more than one, *68;* value of physical assets of, *122–123*. *See also specific topics*

Colorado Electronic Community College (CECC), 141

community, sense of, 78

community college expenditures, *114–117;* future projections of, *146;* types of, *114–116*

Community College of Vermont (CCV), 6

community colleges: competition with other colleges, 6, 9, 142; evaluating, 53–54; evolution, 4–5; future of, 140–142, *145–149;* growth, 5–6, 9, 10; history, 140; impact, 52–55; location, 22; in midst of transition, 76; number of, *10–13;* percentage of population served by, *16–19;* principles, 8; reasons for choosing to attend, 22–24

community involvement, 23, 78

competency, pressure for measurement of and demonstration of, 77–78, 142

computer instruction, 78

computers, 141–142; personal, 141–142; ratio of students and staff to, *99*

countries with whom community colleges work, *94*

D

dependency status, and financial aid, *134–137*

developmental education courses, 23–24

disabilities among students, distribution of types of, *47*

disability support services and accommodations, 79, *100, 101*

distance learning, 105, 140–141

diversity of students, 8

doctoral degrees conferred, number of, *62–63*

E

education, return of money invested in, 53–54

educational level of attainment: at first institution, *69;* and mean earnings, *59, 60;* of U.S. population, *56–58*, 69. *See also* under race/ethnicity

employers: pressure for demonstration of competency, 77–78, 142; who recommend community colleges for workforce training, *73*

employment opportunities, 52, 53, *150*. *See also* programs, "hot" employment status: enrollment status, age and, *48, 49*

endowment value and yield for colleges, *120–121*

English as a second language, instruction in, 23, 54

enrollment: age and, *30, 32–35;* first-time freshmen, *42, 43, 69;* future projections of, *147–149;* gender differences in, *28–29, 34, 35;* noncredit, reporting of, xi–xii; undergraduate, *27, 36–37;* in various states, *18–19;* of various types of colleges, *14, 15, 25–29, 31–33, 36–37, 149*

enrollment status, *28–29;* age and, *31–34;* attainment, persistence and, *69*

F

faculty, 76–78, *80–81;* age distribution, 90; characteristics, *88–89;* employment status, 76–77, *80–82, 86, 88–90;* retirement, 76; salaries, 78. *See also* staff

federal aid. *See* financial aid; funding

fees. *See* tuition and fees

financial aid, 104, *117, 130;* average amount received, *134–135;* for distance education courses, 141; percentage of students receiving, *136–137;* types of, *130–137*

freshmen, first-time: enrollment/headcount of, *42, 43, 69;* who graduated high school in past year, *43*

full-time staff. *See* staff, employment status

full-time students. *See* enrollment status

funding, 104–105, *106;* future of, 142

funding gap, 8

G

graduates, job opportunities for and salaries of, 52, 53

H

Harper, William Rainey, 4

high school certificates conferred, number of, *62–63*

high school-college enrollment, dual, *32*

high school graduates, current and future number of, *144*

high schools offering college work, 4, 5

Hispanic enrollment, *39, 41*

I

immigrant enrollment, community colleges with largest, *95*

independent (private) community colleges, 9; competition with community colleges, 6; employment status of faculty at, *86;* enrollment, *148;* number of, *11–13*

instructors. *See* faculty

international education programs, community colleges involved in, *93, 94*

international issues, 142

international student enrollment, community colleges with largest, *95*

Internet, 78, 105, 141

J

job prospects. *See* employment opportunities

junior colleges, 4–5

L

language spoken in the home, *41*
learning styles, 77
loans. *See* financial aid

M

master's degrees conferred, number of, *62–63*
minority enrollment, *36–41*
minority students: favoring community colleges, 22–23

N

Native Americans, 7, 23, 55. *See also* tribal colleges
North Carolina, 6

O

occupations in demand, 52, 53. *See also* programs, "hot"
open admissions, 7, 8, 23

P

parental education, *44–45*
part-time staff. *See* staff, employment status
part-time students. *See* enrollment status
Pell Grants, *130–133*. *See also* financial aid
performance standards: required for receiving increased funding, 8
prerequisites, 23
presidents of community colleges, 76; characteristics, *84;* contracts for, *85*
professional degrees conferred, number of, *62–63*
programs, "hot," 53, *70–71*
public assistance. *See* welfare

R

race/ethnicity, and educational level of attainment, *56–57, 66, 67*
racial/ethnic background of students, *36–41*
remedial education, 7–8, 23–24
retirement among administrators and faculty, 76
revenue, *106;* distribution, *106, 108–111;* percentage from private contributions, *111;* percentage from state and local sources, *110;* state and local appropriation, *112–113*. *See also* funding

S

salaries of faculty, 78
satellite teleconferences, downlinking, *98*
scheduling of classes, flexibility in, 24
scholarships, *117*
service learning, *96*
service learning programs, age of, *97*
services offered at community colleges, 78–79, *100, 101*
skill mastery, assessment of, 77
social services, 79
staff, 76–78; employment status and occupational activity, *80–82;* gender, 76, *84;* minority status among, *84;* retirement, 76; turnover, 142. *See also* administrators; faculty
students: diversity, 8; enrolling in terms other than the fall term, 15; highest level of education planned by, *46;* over age 40, *31;* who attend more than one college, *68*. *See also* age of students; specific topics
success, 54–55, 77
success stories, 55

T

teaching styles, 77
technology, *98*, 140–141; instruction and, 78. *See also* computers; Internet
teleconferences, satellite: downlinking, *98*
training classes, 53. *See also* workforce training classes
transfer, *68*
transfer agreements, 22
transfer rate, community college, *68*
tribal colleges, 7, *11–13*, 23
tuition and fees, 104, 105, *124–125;* in-state, *126–129;* percentage of revenue from, *107*

V

videoconferencing technologies, use of, *98*

W

welfare, 79; training that frees people from, 54
welfare-to-work education programs, *87, 91*
welfare-to-work students entering workforce, *92*
workforce training: employers who recommend community colleges for, *73;* goals identified by employers, *73*
workforce training classes, 24, 54

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